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ABSTRACT

A project was conducted to identify the commonalities and uniqueness of tasks performed by homemakers throughout Colorado. Initial data was collected from ten subgroups of the Colorado homemaking population: rural, low income, male, single/before children, couple/during children, single parent, after children, Hispanic, Black, and Native American. Each group participated in a two-day Design a Curriculum (DACUM) workshop to develop a chart of occupational responsibilities by first identifying the major homemaking competencies and then prioritizing them according to importance. From the ten charts that were developed an interview format was established, and interviews with 195 randomly selected homemakers in Colorado were conducted. Analysis of the interview data showed that tasks associated with personal hygiene, feeding pets, and preparing meals for the family were performed most frequently. Selecting housing, caring for infants and small children, and moving household goods required the most time. From the results of the study it was concluded that the DACUM approach was an effective means of analyzing the occupation of homemaking. (Author/JH)

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OCCUPATIONAL ANALYSIS OF COLORADO HOMEMAKERS UTILIZING THE DACUM APPROACH

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ABSTRACT OF REPORT

OCCUPATIONAL ANALYSIS OF COLORADO HOMEMAKERS UTILIZING THE DACUM APPROACH

The Colorado Homemaker Task Analysis was a twelve-month project to identify the commonalities and uniquenesses of tasks performed by homemakers throughout Colorado. Project efforts began in October, 1977, under the direction of an advisory committee composed of ten staff members from the State Board for Community Colleges and Occupational Education, University of Northern Colorado, and Colorado State University.

The initial data for the project was collected from small groups of homemakers that represented segments of the Colorado homemaking population. Ten DACUM (Design A Curriculum) workshops were held with approximately ten homemakers in each two-day workshop. Each group of homemakers developed a chart of occupational responsibilities by first identifying the major homemaking competencies and then prioritizing them according to importance. The statements were recorded on cards that were attached to the wall with plastic putty so that they could be easily repositioned when necessary. Following the identification of major competencies workshop participants were to list those tasks that made up each responsibility and prioritize them. This process continued until the chart was complete.

The ten DACUM workshops were conducted with the following subgroups of homemakers: Rural, Low Income, Male, Single/Before Children, Couple/During Children, Single Parent, After Children, Hispanic, Black, and Native American. Ten charts of homemaking tasks and their relative importance had been gathered from eighty-six Colorado homemakers. It was

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felt that additional information about the tasks would be meaningful to homemaking teachers. Therefore, an interview format was established by including all of the tasks that were identified as most important by participants in the workshops.

Services of the Cooperative Extension Service were utilized in conducting the interviews of one-hundred ninety-five randomly selected homemakers in Colorado. Homemakers were first asked whether or not they performed the task. If the task was performed then three other questions were asked: (1) How frequently do you perform the task?; (2) How much time does it take when the task is performed?; and (3) How difficult is the task?

Analysis of the interview data showed that tasks associated with personal hygiene, feeding pets, and preparing meals for the family were performed most frequently. Selecting housing, caring for infants and small children, and moving household goods required the most time. Although no tasks were perceived as extremely difficult, those rated highest were selecting housing and vehicles, moving, and dealing with crises.

The tasks seldom performed were selecting housing and moving; estate planning; budgeting for specific items such as food, health care, and transportation; and entertaining business associates. The easiest homemaking tasks were managing time and caring for pets.

The results of this exploratory research led the investigator to believe that the DACUM approach is an effective means of analyzing the occupation of homemaking. Homemakers in the workshops participated with much enthusiasm and generated detailed task listings that will be of help to consumer and homemaking teachers in evaluating existing programs for relevancy, and developing new materials to train for occupational competency in homemaking.

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ACKNOWLEDGEMENTS

The investigator wishes to acknowledge the many individuals and organizations who have contributed to the development of this publication. Special thanks are expressed to the many Colorado homemakers whose cooperation and support made this publication possible and to the Colorado vocational consumer and homemaking teachers who assisted with identification of homemakers.

Appreciation is expressed to the co-directors of this project -- Dr. Wiley B. Lewis, Mrs. Bonnie J. Geiger and Dr. William J. Barnes -- who provided technical skill and guidance throughout this investigation. Members of the Advisory Committee contributed their time, interest, and expertise. A listing of project staff may be seen in Appendix A.

Services of the Cooperative Extension Service were invaluable in completing the interview phase of the project. The interviews were competently conducted by representatives of the Extension Service, home extension members, and vocational educators.

Thanks is extended to Vonni Hood for her assistance in the conduct of the DACUM workshops and secretarial responsibilities throughout the project.

The project and the preparation of this publication was supported by the Home Economics Education Unit, Occupation Education Division, Colorado State Board for Community Colleges and Occupational Education. It is hoped that vocational educators will find the contents of value in planning, conducting and evaluating consumer and homemaking instructional programs.

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CHAPTER I

INTRODUCTION

The aim of this study was to identify the uniquenesses and commonalities of tasks performed by subgroups of homemakers in the state of Colorado. The study defined the tasks performed in the home as to the importance of the task to the individual homemaker, the frequency of performance, the time spent doing the task, and the difficulty of the task as judged by the individual homemaker. The identification of tasks accomplished by designated groups of Colorado homemakers is a vital step to aid Colorado vocational consumer and homemaking educators in providing quality programs with contents relevant to today's needs and characteristics which conform to current accountability standards.

Background of the Problem

The diversity of the Colorado population created a dilemma in developing a uniform homemaking curriculum to meet the needs of students across the state. Vocational consumer and homemaking teachers sought direction from the Home Economics Education Section of the State Board for Community Colleges and Occupational Education in providing instruction to meet the unique needs of students in all sections of the state.

To accomplish this goal it was proposed that a task analysis be conducted to determine the tasks performed in the occupation of homemaking in Colorado. A crucial part of the study was to identify those communities or subgroups of homemakers that would most likely be impacted through secondary, post-secondary, adult, and inservice home

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economics educational programs. Early interest in the concept of a state-wide task analysis was initiated by Eleanor Peiffer, Leonese Hudspeth, Richard Edsall, and Mary Helen Haas.

An advisory committee to consider the problem was established with members from Colorado State University, the State Board for Community Colleges and Occupational Education, and the University of Northern Colorado. A review of related literature was conducted by Janet Elaine Zolko. Based upon the review, a proposal was developed and submitted to the Occupational Education Division of the State Board for Community Colleges and Occupational Education. The proposal to conduct a task analysis of the homemaking occupation utilizing the DACUM (Design A Curriculum) approach was funded with Consumer Homemaking and Research funds. Plans were also established by the committee to revise homemaking curriculum on the basis of the task analysis findings.

The Executive Committee, State Board for Community Colleges and Occupational Education recognized the importance of curriculum and curriculum materials to the success of all Colorado vocational programs. In an attempt to promote, unify, and coordinate developmental efforts relevant to vocational education curriculum and curriculum materials, the Committee approved a five-step master plan for curriculum materials development -- analysis, preparation, validation, distribution, and feedback. Details of the systems approach are described in the Master Plan for Vocational Education Curriculum Materials Development: Working Copy. The homemaker task analysis coincided with phase one of the plan that mandated that analyses of occupations associated with all Colorado vocational education programs be provided. During phase two of the

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plan listings of performance objectives relevant to the occupations will be prepared using the analyses as bases.

Educational Implications

The task analysis will provide the necessary data to determine the extent of congruency between:

1. Curriculum in Colorado vocational consumer and homemaking education for secondary, post-secondary, and adult programs, and the tasks homemakers perform.
2. The curriculum for vocational teacher education at Colorado State University and the University of Northern Colorado and the tasks homemakers perform.
3. The curriculum for vocational home economics in-service education and the tasks homemakers perform.

Further steps will need to be taken to accomplish these comparisons.

Objectives

The objectives of the Colorado Homemaker Task Analysis Project were:

1. To identify, using the DACUM technique, those homemaking tasks performed by ten subgroups of Colorado homemakers.
2. To determine the commonalities and uniquenesses of tasks identified by the ten homemaker subgroups.
3. To collect additional information about the homemaking tasks, frequency of performance, time spent when performed, and difficulty of performance.
4. To disseminate the task analysis findings to vocational consumer and homemaking teachers in Colorado to facilitate curriculum decisions.

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Limitations of the Study

The number of DACUM workshops was limited to ten due to financial constraints of the project. If more money had been available it might have been beneficial to conduct workshops for additional variables. The investigation was limited to five major variables that describe unique communities of homemakers. These were: a location variable (urban or rural); a cultural variable (Caucasian, Black, Mexican-American); a sex variable (male or female); an occupational variable (full- or part-time wage earning employment or no wage earning employment); and stage of the family life cycle.

Another restriction was the extensive listing of tasks. Because the homemaker interviews could be no longer than an hour to maintain quality responses and funds were only available for approximately two-hundred interviews, it was necessary to limit the number of homemaking tasks to be included in the interviews. Delimitation based upon importance as perceived by DACUM participants excluded those tasks that were rated "moderately important". If more funds had been available it would have been possible to increase the size of the interview sample and use the entire task listing, but ask the interviewees to respond to only a fraction of the total list.

The interview questions were confined to three aspects or characteristics of each homemaking task: frequency, time spent, and difficulty. Not included in the analysis were task detailing information such as learning difficulty, desire to know more, homemaker likes and dislikes, and criticality to the well-being of the family. Criticality refers to the relative importance of a task to mission success as compared to the importance of other tasks (Air Force Manual 50-2).

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CHAPTER II

REVIEW OF LITERATURE

The literature surveyed for this investigation included: (1) studies that focused upon analysis of the occupation of homemaking and (2) descriptions of the DACUM approach to curriculum development and its applications. The initial review of the literature concerning the homemaking task analysis was conducted by Janet Elaine Zolko in January, 1977, under contract to the Occupational Division, State Board for Community Colleges and Occupational Education. Subsequent analysis was conducted by the principal investigator during the fall of 1977.

/Homemaking as an Occupation/

Conversation of Resources in the Home

The earliest home economics research emphasized the study of time and motion and attempted to reduce waste by determining methods for simplification of tasks. Efficiency and conversation of resources were priorities as investigations focused on physical tasks rather than humanistic factors. Housekeeping skills were viewed as ends in themselves rather than means for improving the quality of family living (Hackett, 1970).

Berger (1957) found that homemakers perform tasks according to habit and do not stop to consider that there might be an easier or more efficient way. The employed and non-employed wives investigated by Meyers (1966) gave little thought to time-savings methods. Extensive time studies of 1,296 families by Walker in 1969 showed that time spent on homemaking tasks has remained relatively constant through the years.

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The quantity of household work was found to vary according to the number and ages of children and the employed homemakers were more efficient in time usage than their non-employed counterparts. The Walker study also showed that homemakers used time in small blocks.

Job Analysis of Homemaking

In a 1962 Home Economics research manual, Olive Hall identified three methods for conducting an analysis of the occupation of homemaking: (1) extensive review of related research; (2) description and observation of actual persons engaged in the occupation of homemaking; and (3) profiles developed by home economists with strong backgrounds in homemaking. Unfortunately, the earliest efforts at analysis sheared homemaking into its components and failed to view the occupation as a whole.

Following are examples of studies that address segments of homemaking responsibilities:

- An analysis of traffic patterns in the home (Smith, 1962) served as a basis for arranging rooms in new homes.
- A study by Hook (1963) showed that time spent on "care of house" tasks was influenced by family composition, age of house, and homemaker's attitudes toward household tasks.
- Maloch (1962) examined preferences for household tasks. The least liked task was ironing. Most liked tasks were cooking, cleaning the house, and washing clothes.

The main purpose of the Brown study (1974) was to identify the consumer tasks which were most essential for young adults to be able to perform as they assume independence. The research was based on a work

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incentive-task analysis of thirteen categories of consumer competencies. The work incentives were those of Alderfer's G.R.C. Theory; existence, relatedness, and growth. The most often reported consumer problems were related to setting goals and managing money and other resources to achieve a balance between needs and wants. Surprisingly few of the tasks related to housing, consumer information, and economic change were included among the most important.

The first job analysis that viewed homemaking in its entirety was conducted by Bessie Hackett in 1970. The study's objectives were to determine the nature of the job of homemaking for selected groups of employed and non-employed homemakers in McLean County, Illinois; and to ascertain home economics instructors' perceptions of the job of these two groups. Identification of sixty critical homemaking tasks and analysis of these tasks was undertaken but confined to four aspects of each task: time, frequency, importance, and difficulty. A "card sort" technique was used to gather data from mothers of school-age children. Data revealed that the home responsibilities of employed and non-employed homemakers were similar. Home economics teachers, however, did not accurately perceive the homemaking tasks of either group. Findings suggest that teachers may be influenced by their own style of living or by their personal home economics backgrounds into believing that certain tasks are major responsibilities for homemakers.

The Vocational-Technical Education Consortium of States (V-TECS) is currently conducting a five state project to gather information for homemaking curriculum development that is competency based. Each of the states is responsible for the development of a task listing and interviewing homemakers regarding a different area of home economics.

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The persons to be interviewed were selected through the V-TECS office in Atlanta by means of identifying households in certain voting precincts. When the information has been collected from the homemaker interviews, the data will be analyzed and performance objectives written. These phases are now in progress so further information about the project is unavailable at this time.

Changing Role Expectations

In May 1975, the home economics profession declared that the focus of the discipline was the "family". The New Directions II statement established with "what" the discipline was concerned. In light of the new philosophy, homemaking curriculums across the nation were revised to emphasize individual development and family relationships as proclaimed by the New Directions II.

> When conceptualizing curriculum policy, another more subtle problem appears with the homemaker justification. A family must be examined as a dynamic unit with the capability to change and be changed by the environment. The emphasis, therefore, in a family-focused curriculum will be on "relationships". The family can be examined for its impact on an individual's personal reality as well as an abstraction. The "homemaker" justification switches the examination from the unity to emphasis on the individual within the unit.

Prior to the New Directions statement Fisher (1962) dealt with the changing role of women. Conflicts that frequently arose were: increasing educational privileges, economic independence, greater equality and competition between sexes, strong emphasis on success, national achievement in our society, inconsistencies between the career and marriage plans of educated women.

Britton (1971) compared the homemaking role expectations of employed and non-employed homemakers with their husband's perceptions of

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the homemaking role. A questionnaire on "Rate Yourself as a Homemaker" revealed that the wives viewed the homemaking role to be more comprehensive than their husbands did. The employed group was more concerned about personal relations with children and held more expectations dealing with family and community relations. The non-employed group held greater concern for time management, and had more expectations relating to outdoor care of the home.

Consumer/Family Managers: "Development and Testing of Curriculum for the Occupation of Homemaking at the Post-Secondary and Adult Levels", was funded by the Wisconsin Board of Vocational, Technical and Adult Education. The overall objective of the program was to prepare or further develop skills for the occupation of homemaking (Nickel, 1975). Specific objectives of the project led to the development of a curriculum framework based on competencies. In the process of identifying the competencies, a broad role-oriented approach to better meet the needs of today's homemaker was utilized. The homemaker, male or female, was viewed in various roles as an individual, a family member, a consumer-manager, and a community member. One additional objective of the project was to consider the other bases for curriculum decisions in this area, including social and economic conditions and needs, needs of the populations to be served, and state of the art of curriculum development for homemaking at the post-secondary and adult levels. Of particular concern were the implications of the changing roles of men and women. A strength of this study was the new approach to curriculum development in tune with changing societal values. Competencies were determined by the steering committee and no mention was made as to whether or not they were field tested.

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An Arizona study conducted by Monts and Barkley (1976) focused upon the essential living skills of women's multiple roles in careers, families, and as persons with the premise that these competencies should provide the basis for curriculum development in home economics. It was found that perceptions of essential living skills vary throughout the life span and with various demographic variables. Occupational activities as a group were viewed as more important than either the family or personal activities, however, all activities were viewed as important or very important. The least important tasks were family, financial, transportation, and physical activities.

When Title II of the 1976 Education Amendments mandated that states expend federal funds for programs for displaced homemakers (Federal Register, 1977), it became apparant that increased numbers of non-traditional families would make a dramatic impact upon the work force and vocational training programs. Some of these programs have focused upon helping homemakers to identify those homemaking tasks that also are competencies essential to successful gainful employment.

Ruth Ekstrom and others from the Educational Testing Service have developed extensive lists of homemaker competencies called "I Can" lists to assist homemakers in inventorying homemaking tasks for the purpose of receiving experiential college credit (1977). This procedure can give a "head start" to those who have primarily been involved with home responsibilities and now wish to train or update previous training for entry into the labor force. Carol Eliason of the National Center for Women's Opportunities conducted during the fall of 1977 a nationwide educational needs assessment for displaced homemakers, single parents, and older women (1977). The availability of federal funds has made the identification

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of homemaking competencies a priority in many states as vocational educators attempt to prepare the following groups of individuals for employment: (1) displaced homemakers, (2) single heads of households who lack adequate job skills, and (3) homemakers and part-time workers who wish to secure a full-time job.

Homemaking Curriculum in Colorado

In 1976 the Home Economics Section of the State Board for Community Colleges and Occupational Education in Colorado arranged for a grant utilizing Part F monies to assist with the task of developing a competency-based curriculum for use in secondary vocational home economics programs. The resulting Vocational Home Economics Scope and Sequence provides guidance for homemaking teachers by identifying the concepts to be taught at each level. The program is designed with a comprehensive offering of semester in-depth courses. Competencies are written for the average student and the teacher may adjust learning activities to serve the student with special needs.

/DACUM as an Approach to Curriculum Development/

DACUM is an acronym for Design a Curriculum or Develop a Curriculum. It is considered to be both a process and a product. As a process it is a committee of workers in the occupation who come together for approximately two days to share their occupational expertise. A structured brainstorming technique is utilized to direct the discussion. As a product, DACUM is a chart or profile that outlines the major responsibilities and tasks necessary for successful employment within a particular field.

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History of DACUM

DACUM had its early beginnings during the late 1960's with the Job Corps program in Iowa. Training programs had to be developed quickly to train individuals for the available positions. Because motivation of trainees was a problem the program had to be one that would actively involve trainees in setting goals for achievement and monitoring progress toward those goals. The DACUM program development was a joint effort between the General Learning Corporation of New York and the Experimental Projects Branch, Canada Department of Regional Economic Expansion (Adams, 1971). Following these early efforts an experimental DACUM for a typical occupation was developed as a model for further application. The model was introduced to the NewStart Corporations in 1968 during their initial planning phases (Adams, 1975).

Nova Scotia NewStart adopted the new approach to curriculum development because of the need to quickly develop programs for training disadvantaged adults. The DACUM approach also facilitated the prompt assessment of skill attainment and provided a means for evaluation of progress toward the development of new skills.

> It was felt that most conventional resources, instruments and methodology used in occupational training programs would probably not work within the NewStart framework. Occupations for training programs were essentially selected from among those for which there was currently no formal training available for entry. Therefore, each occupation selected demanded a complete new development program. It was felt that there were neither adequate time nor resources available to develop detailed specifications of each learning element and activity, to develop instrumentation for a comprehensive, validated testing program to determine effectiveness, to administer an extensive instructor training program, etc. For example, it is difficult in most occupations to find readily established objective standards

> of performance, particularly in those occupations that are newly evolved or in those that have no formal training to this time. These and several other resources deemed so essential for organized learning programs, particularly from a research point of view, are not available and normally must be developed at great cost and effort. (Adams, 1971, pp. 2-3)

The DACUM approach, after extensive modification by the Corporation, seemed to provide the solution to these problems.

Use of the DACUM approach began to spread. The Nova Scotia NewStart Corporation and the Vocational Education Section of the British Columbia Department of Education began using it. Although the NewStart Corporations no longer exist as such, the pioneering efforts with regards to DACUM were carried on in places like Holland College, Prince Edward Island; Nova Scotia; Newfoundland; Ontario; Saskatchewan; and British Columbia (Sinnett, 1976).

Tracking the evolution of the DACUM process in the United States was a more difficult task. The Center for Vocational Education at The Ohio State University has used the approach to develop profiles for vocational teachers and local and state vocational directors. It is surprising to note that DACUM has not achieved more wide-spread usage in this country. The procedure is quick, relatively inexpensive when compared to other task analysis techniques, and would assist vocational educators in developing accountability for their programs by making instructional units relevant to the occupation.

With each new site the DACUM technique took on new modifications which, in some cases, transformed the original methodologies to such an extent that the original ideas were barely recognizable. In Ontario at Humber College the charts were developed by instructors of an ongoing program. The charts tended to be of the scope and sequence type and

omitted most of the "real job" competencies that would have been included if on-line workers were asked to describe the competencies necessary for occupational success.

A technique similar to the DACUM workshop was conducted to identify competencies that served as the bases for curriculum development by professors at the University of Alberta. The process, entitled Competency Profile Analysis System (CAP) includes five phases: (1) development of the CAP document by means of a DACUM-like workshop; (2) validation of the competencies through interviews of a larger number of practitioners; (3) preparation of performance objectives by a small group of education experts, original workshop participants, and additional occupational experts; (4) development of learning modules; and (5) development of learning sites and resources (Manuel and Deane, 1977).

Successful implementation of DACUM as an educational system required that instructors possess special skills. To this end, Holland College conducted a DACUM analysis for those instructors that would monitor student progress through a DACUM program (Coffin, 1974). The occupational title was determined to be "learning management". Eleven areas of competency and 281 skills were identified as being required by an instructor (learning manager). Learning packages were developed for use by instructors in a special resource area. Upon completion of the units instructors were entitled to teach in the performance-based program called Self-Training and Evaluation Process (STEP).

Definition of DACUM

The definition is based upon statements made by Robert E. Adams in DACUM: Approach to Curriculum, Learning and Evaluation in Occupational

Training (1975). The interpretation reflects the DACUM philosophy that served as the foundation for this homemaker task analysis.

DACUM may be defined as a skill profile (occupational analysis) that can serve as a curriculum plan and/or evaluation instrument for student skill attainment in occupational training programs. The skill profile is displayed in chart form often on a single sheet of paper. This tends to prevent treatment of any element of the occupation in isolation, and allows individual tasks to be viewed from a "total occupation perspective".

During chart development the general areas of competence or duties required in the occupation are defined and each is subdivided into those tasks that enable an individual to competently perform the duty. Duties and tasks are recorded utilizing a technique that permits visibility of the identified behaviors and mobility of statements to add or delete tasks, clarify wording, and establish a logical order. The most practical technique to date has been the recording of tasks on five-by-eight inch cards that are affixed to a blank wall with plastic putty. The cards can be easily manipulated as the chart develops. Although the card technique is workable, an extremely large wall is necessary and the plastic putty does not adhere satisfactorily to all wall surfaces. When an occupation has complex and numerous tasks the movement of cards can become quite cumbersome.

The coordinator plays an important role in DACUM chart development (Adams, 1976). The leader does not make any skill statement contributions. The only statements that can be recorded or modified are those already suggested by one of the members. The coordinator can assist with "writing and mounting the skill statements, questioning

contributions to determine validity, assisting in the selection of appropriate terminology, and serving as a mediator in cases of disagreement" (p. 40).

Most DACUM charts contain a rating scale for evaluation of skill attainment. Ratings of the skills may be recorded directly on a copy of the chart and maintained for each trainee. The chart could be used at the end of the course as a diploma or certificate of skill achievement.

DACUM also has potential application as a counseling tool prior to entry into a training program and as a job placement tool upon program completion.

CHAPTER III

PROCEDURES

The analysis identified the commonalities and uniquenesses of tasks performed by subgroups of homemakers in the State of Colorado. Colorado Homemakers were divided into various subgroups according to the following characteristics -- geographic region, ethnic group, sex, income level, size of place, and stage in the family life cycle. The DACUM procedure was used to collect information for the analysis. DACUM is an interactive approach that utilizes small group brainstorming techniques to generate a chart or diagram of the task structure for the occupation. Data gathered from the DACUM workshops for homemakers was consolidated into a composite listing which was taken to a second group of Colorado homemakers. In an interview the homemakers were asked to respond to each of the tasks and make a decision about whether or not the task was one that they performed. For the tasks which received a positive response additional information was gathered regarding the frequency of performance, time spent on the task, difficulty and importance of the task. The end result was a core listing of tasks performed by all Colorado homemakers with additional listings relevant to specific homemaker subgroups.

Development of the Research Design

Project staff was employed and an advisory committee of ten members was established (see Appendix A). Input was received from advisory members regarding the technique for data collection, research design of the project, and an appropriate time line.

Reports of related studies were reviewed and communications initiated with individuals who could provide valuable information about possible data collection techniques. This investigation revealed that few efforts have been made to analyze the total occupation of homemaking. Analysis techniques that utilized the current literature were impractical because of the dearth of existing efforts. It was therefore necessary to incorporate an approach that viewed the occupation of homemaking in an unbiased, fresh manner. The DACUM (Design a Curriculum) approach was selected because it involves collecting information from actual workers in the occupation. DACUM required no input from homemaking teachers who could possibly bias the task listing (See Appendix B for an Overview of the DACUM process).

The research design incorporated ten DACUM workshops with various subgroups of Colorado homemakers and an interview process including items selected from the tasks identified in the ten workshops.

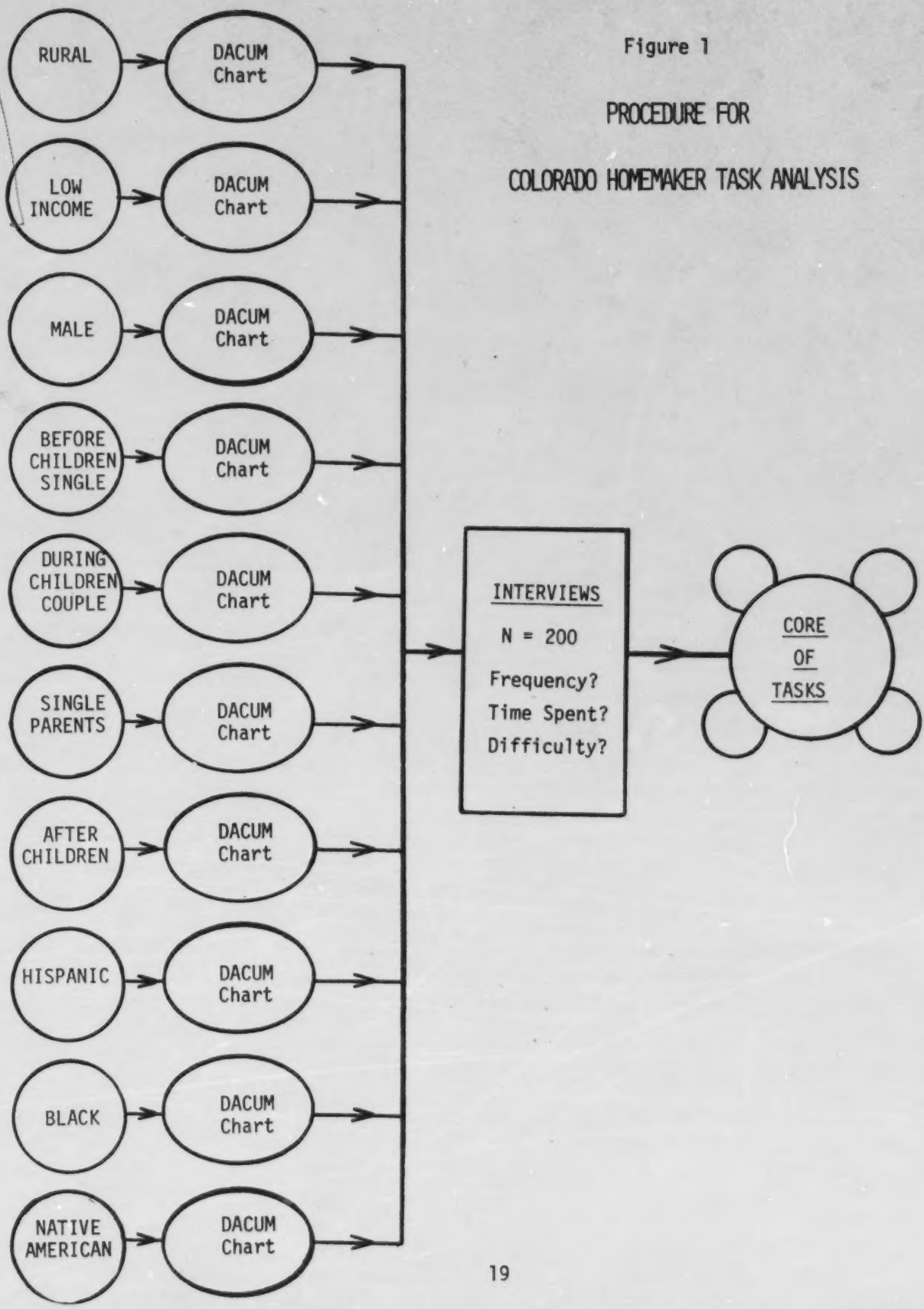
Data from the workshops along with the interview data would be analyzed to identify the common tasks performend by all homemakers. These "commonalities" will constitute the core of activities for future curriculum efforts in homemaking. An analysis will also be performed to determine whether there are unique clusters of tasks performed by homemakers in specific subgroups. See Figure 1.

The next task was to identify ten subgroups that would provide all-inclusive information about the tasks of the "Colorado Homemaker". A randomization approach to selection of homemakers would consume too much time in the twelve-month project. Some possible groupings ignored large sectors of homemakers while others placed undue emphasis on groups that represented a minute segment of the total homemaker population.

Figure 1

PROCEDURE FOR

COLORADO HOMEMAKER TASK ANALYSIS



Still other groupings incorporated greater numbers of homemakers but increased the sample size beyond the financial limitations of the project. A list of possible variables was identified by project staff incorporating recommendations by the advisory committee. The variables selected were those that would make a critical impact on tasks performed and be most helpful to consumer and homemaking teachers in Colorado: population of home community, household income, sex, stage of family life cycle, and ethnic background. The five variables create nineteen subgroups (see Figure 2) from which ten were selected for the DACUM workshops: rural, low income, male, single/before children, couple/during children, single/during children, after children, Hispanic, Black, and Native American. It was felt that the remaining nine subgroups could be sufficiently represented in these ten workshops.

Figure 2
Homemaker Variables and Subgroups

VARIABLE	SUBGROUPS					
POPULATION OF HOME COMMUNITY	Rural (⟨2,500)			Urban (⟩2,500)		
YEARLY HOUSEHOLD INCOME	⟨$7,500	$7,500 to $15,000		$15,000 to $30,000	⟩$30,000	
SEX	Male			Female		
STAGE OF FAMILY LIFE CYCLE	Before Children		During Children		After Children	
	Single	Couple	Single	Couple	Single	Couple
ETHNIC GROUP	White (Non-Hispanic)	Hispanic	Black	Native American	Other	

It was the opinion of advisory committee members that the Colorado homemaker be viewed in the broadest sense possible. Traditional definitions did not include all those persons who now accept homemaking responsibilities due to society's changing role expectations. Moreover, it was difficult to determine a definition for "homemaker" that was acceptable to all groups. Bertha King (Home Economics Supervisor, U.S. Department of Health, Education, and Welfare) and others were contacted to assist with the formulation of a definition. For purposes of this investigation terms were defined as follows:

HOMEMAKER----------a person who has accepted partial or total responsibility for the care of himself-herself or another person(s)

WHITE----------(Not of Hispanic origin) includes persons having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent

BLACK----------includes all persons having origin in any of the black racial groups with the exception of those persons of Hispanic origin

HISPANIC----------includes all persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin

NATIVE AMERICAN------includes only those persons having origins in any of the original peoples of North America

URBAN----------all persons living in places of 2,500 inhabitants or more

RURAL----------all persons living in places of less than 2,500 inhabitants and on farms (places of ten or more acres from which sales of farm products amounted to $50 or more in the preceding calendar year or on fewer than ten acres from which sales of farm products amounted to $250 or more)

SINGLE----------an unmarried adult

COUPLE----------two persons married, engaged, or paired by mutual consent residing in the same household

HOUSEHOLD INCOME-----sum of wage or salary income, non-farm net self-employment income, farm net self-employment income, social security and railroad retirement income, public assistance or welfare income and all other income for all household members over 14 years of age

BEFORE CHILDREN------no children ever born

DURING CHILDREN------dependent children under 18 years of age who reside in the household

AFTER CHILDREN-------children no longer reside in the household

HOUSEHOLD----------includes all persons who occupy a group of rooms or a single room which constitutes a housing unit when it is occupied as a separate living quarters, that is, when the occupants do not live and eat with any other persons in the structure

OCCUPATIONAL ANALYSIS (process) a systematic procedure for identifying the jobs belonging to a particular occupational area; (product) a document in which the duties, tasks, and/or steps relevant to an occupation or occupational area are presented

DUTY----------a basic element of a job/occupation that is composed of related tasks

TASK----------a distinct collection of steps or elements performed by a worker that are logical and necessary to achieving a single objective or output

DACUM----------(Design a Curriculum) a technique for conducting an occupational analysis that 1) utilizes a modified brainstorming technique by occupational experts to identify the duties and tasks performed by workers in the occupation and 2) displays the analysis in chart form.

The definitions related to size of community, household, and household income were derived from those used by the U.S. Bureau of Census.

Staff Training in the DACUM Technique

Project staff received training in the DACUM approach from Dr. Robert Norton, Research Specialist, The Center for Vocational Education, The Ohio State University. Dr. Norton gave justifications for the use of DACUM as well as explained each step by means of the actual conduct of a workshop to analyze the paralegal profession. The paralegal workshop was one segment of task analysis efforts conducted by Dr. Wiley B. Lewis, Coordinator-Curriculum Materials Development, Colorado State University. This DACUM workshop trained homemaker analysis staff as well as the principal investigator for the Occupational Analysis for Curriculum Development, a concurrent project that had as its purpose the analysis of ten different occupations using the DACUM technique.

DACUM is both a process and a product that can be used as the basis for development of curriculum. The process is a semi-structured group brainstorming technique. The product of the workshop is a chart or profile of skills (or tasks) necessary for occupational competence. The selection of DACUM participants is critical to the success of the analysis. There should be eight to fourteen participants who are actually employed and competent in the occupation. The participants should possess communication skills, be free of bias, represent a range of experience and occupational variations, and be recognized as top people in their occupational area.

The workshop begins with an orientation to the DACUM technique. A unique factor of chart development utilizing the DACUM approach is the graphic display of tasks. One method for accomplishing this is recording tasks on note cards and positioning them on a blank wall with

plastic putty. This procedure allows tasks to be easily manipulated as the profile develops. The group brainstorming technique is used to generate information for chart development. Participants are asked to identify the general areas of competence for the occupation. The group will then identify the skill definitions of the first competency area. This is actually a breakdown of a general area of competence (duty) into the tasks that comprise it. The remaining competencies are broken down in like manner. A review to check the skill definitions for clarity and completeness is then performed. Skills are sequenced according to criteria identified by the workshop coordinator and the chart is finalized.

The DACUM chart has been applied in various ways. It can serve as an outline for curriculum with each skill definition becoming a standard for performance. Utilization of this curriculum in the classroom involves student and instructor ratings of performance for each task with the areas of low ratings serving as the topics of instruction. The instructor rating of trainees upon graduation can be recorded on the chart for use as a diploma and profile of competencies. Employers may wish to use the ratings to select employees and to evaluate on-the-job performance.

Pilot DACUM Workshop

On January 11 and 12, 1978, a pilot workshop was held as a trial run of the DACUM technique and procedures to be utilized in the ten DACUM workshops. The Ramada Inn in Fort Collins, Colorado, was the site of the pilot session that was attended by nine homemakers from the local Home Economists in Homemaking group. The pilot session showed that a DACUM analysis for the occupation of homemaking could

be accomplished in two days and helped the workshop coordinator and recorder to perfect those skills that would be used in the conduct of future workshops. The only problem encountered was the frustration of participants during the sequencing of tasks within each competency band. Some of the bands had as many as thirty-five tasks which required much time for sequencing so it was decided that in future workshops participants would identify the five most important and the five least important tasks within each competency band. The areas of competency (duty statements) were also ranked in order of importance.

Identification of DACUM Participants

The names of one-hundred and four Colorado vocational consumer and homemaking teachers were drawn from a hat using random sampling with replacement. Letters were mailed to the teachers to seek assistance with the nomination of potential DACUM workshop participants. Teachers could utilize local administrators or local advisory committees to assist with the nominations (See letter to teachers in Appendix C). The actual selection was then completed by the principal investigator based upon the DACUM requirements for workshop participants. One-hundred and nineteen names were received along with the corresponding information regarding stage of family life cycle, population of home community, household income, sex, and ethnic background.

Potential participants were contacted by telephone and asked to assist in the project by attending a workshop. An attempt was made to assure that the participants were competent in verbal expression and relatively unbiased regarding the homemaking occupation. Nominees

were told briefly about the project goals and about the procedure for payment of a fifty dollar honorarium, lodging and travel expenses. Those who met the criteria and agreed to assist received a letter with additional details, an overview of the DACUM procedure, a tentative agenda and a parking permit (see Appendix D for a sample of the information provided to participants prior to the workshops).

Not enough nominations were received to result in ten homemakers with the appropriate characteristics for each of the workshops. Therefore, the following groups assisted in the identification of additional participants: vocational educators, Parents Without Partners, Family Action Center, Southern Ute Cooperative Extension Service, and Ute Mountain Ute Tribal Affairs.

DACUM Workshops

The schedule for the ten DACUM workshops was established as follows:

February 8 & 9	Rural Homemaker
February 15 & 16	Low Income Homemaker
February 22 & 23	Male Homemaker
February 28 & March 1	Single Homemaker/before children
March 8 & 9	Homemaker Couples/during children
March 15 & 16	Single Homemaker/during children
March 22 & 23	Homemaker/after children
March 29 & 30	Hispanic Homemaker
April 5 & 6	Black Homemaker
April 12 & 13	Native American Homemaker

The first nine workshops were held in Fort Collins with participants housed at the Ramada Inn and workshop meetings scheduled at the Student Center on the campus of Colorado State University. The Native American workshop was conducted in Cortez because of the high concentration of Native Americans in that section of the state. It also seemed that participants were more comfortable in a setting located in close

proximity to their homes. Arrangements for the Native American workshop were made with the Ramada Inn in Cortez. (See Appendix E for a tentative workshop agenda.)

A separate DACUM chart was developed for each of the ten subgroups. The number of duty statements ranged from eight to fourteen. The number of tasks ranged from 190 to 337. Project advisory committee members and interested persons were invited to observe any of the workshops. There was a total of fifteen observers in the ten workshops.

Reactions from workshop participants were extremely positive. The homemakers appeared comfortable and willing to share their homemaking expertise. Following are some excerpts from participant evaluations:

> "Yours is the most meaningful workshop I have attended in decades."
>
> "...a dynamic process whereby individual input allows for an occupational profile to be established."
>
> "...you can't imagine how refreshing your project is for us who work so hard to break the cycles of poverty -- and to lessen the welfare rolls."
>
> "To me that chart said, 'you can still speak and think objectively regardless of your age'."
>
> "DACUM is a positive step in evaluating changes in lifestyles and the development of skills to meet that challenge."

A compilation of workshop evaluation ratings may be viewed in Appendix F. Workshop participants were also asked to list their reactions to DACUM. This information will be helpful to future investigators who wish to use the DACUM technique. Comments regarding DACUM are included in Appendix G.

Duty and task statements from each of the ten workshops were compiled by project staff into chart form. The duty statements were

arranged according to priority -- from most critical to least critical on each chart. The task statements were arranged according to relative importance within each duty with the most important items at the beginning of the duty statement band and the least important tasks at the end of the band. The number of tasks placed in the "most important" and "least important" categories within each task band ranged from three to five depending upon the number of tasks within the band. Project staff edited the charts to correct spelling and wording, to eliminate duplicate tasks, and to break down or combine multiple verbs when necessary. The ten DACUM charts are located on the next ten pages of this report. The DACUM charts have also been included in an abbreviated report that will be distributed to vocational home economics teachers in Colorado. Final copies of the DACUM charts were mailed to all workshop participants. Only the chart that the participant helped to develop was sent unless special request was made for additional charts.

Development of the Questionnaire

The original project procedure called for the compilation of all those tasks identified by homemakers in the ten DACUM workshops into a questionnaire format that could be administered to approximately two hundred randomly selected homemakers in Colorado to collect additional information about the tasks. More than 800 unique tasks were identified in the homemaker workshops (see Appendix H). It was therefore determined that an interview questionnaire including that many items would not be feasible. The CHTA advisory committee suggested an alternative procedure that would include only those task statements that were designated "most important" by workshop participants. To

be included in the questionnaire a task statement had to meet the following criteria:

(1) be designated as one of the up to five most important tasks within a duty statement

(2) be ratable in terms of frequency of performance, time spent, and difficulty

(3) be brief and clear

(4) use terminology appropriate to the occupational area

(5) be unique and independent (duplications were eliminated)

Elimination of the tasks that did not meet these criteria reduced the number of tasks from 820 to 146.

Tasks were placed into categories according to relative importance in the DACUM workshops. Through the interview process the tasks were rated on a six point scale for each of the three general characteristics: (1) frequency of performance, (2) time spent when performed, and (3) difficulty.

Ten homemakers and a panel of three home economics educators were asked to review the questionnaire for clarity of directions, to detect ambiguous statements, and to estimate the time necessary for completion of the interview. Following the recommendations of the panel, the duty statements in the questionnaire were arranged according to importance as determined in the DACUM workshops and the tasks within each duty were placed in alphabetical order. Minor changes were made in the wording of some of the task statements. The categories for task ratings were adjusted to read as follows:

(1) Frequency of Task Performance

1	2	3	4	5	6
1 or more times a day	1 or more times a week	2-3 times a month	1 time a month	occassionally-less than once a month	task is not performed

(2) Time Spent when Performed

1	2	3	4	5	6
4 or more hours	3 hours	2 hours	1 hour	less than 1 hour	Task is not performed

(3) Difficulty of Task (mental, physical or emotional)

1	2	3	4	5	6
Difficult	Moderately Difficult	Moderate	Moderately Easy	Easy	Task is not performed

The revised questionnaire may be viewed in Appendix I.

Identification of Interview Participants

The procedure for identification of randomly selected homemakers for the interview process was developed by the principal investigator under the direction of Dr. Kendrick Spooner, Director of Program Evaluation, The University of Northern Colorado.

The state was divided into five geographic regions. The twenty counties, randomly selected to represent all portions of the state, may be seen in Figure 3.

To determine the number of interviews from each county a proportionate sample was established based upon county, region, and state populations as described in the 1978 Projected Population for Colorado. A minimum of one interviewee was designated in each county. Due to financial constraints of the project, the total number of interviews was limited to 215. Following is a list of the selected Colorado counties and the corresponding numbers of interviews to be conducted within each county:

Alamosa (2)	El Paso (26)	Mesa (9)	Rio Grande (2)
Boulder (24)	Fremont (3)	Mineral (1)	San Juan (1)
Delta (3)	Jefferson (26)	Montezuma (2)	Summit (4)
Denver (68)	Kiowa (1)	Montrose (3)	Washington (4)
Elbert (3)	Logan (12)	Pueblo (15)	Yuma (6)

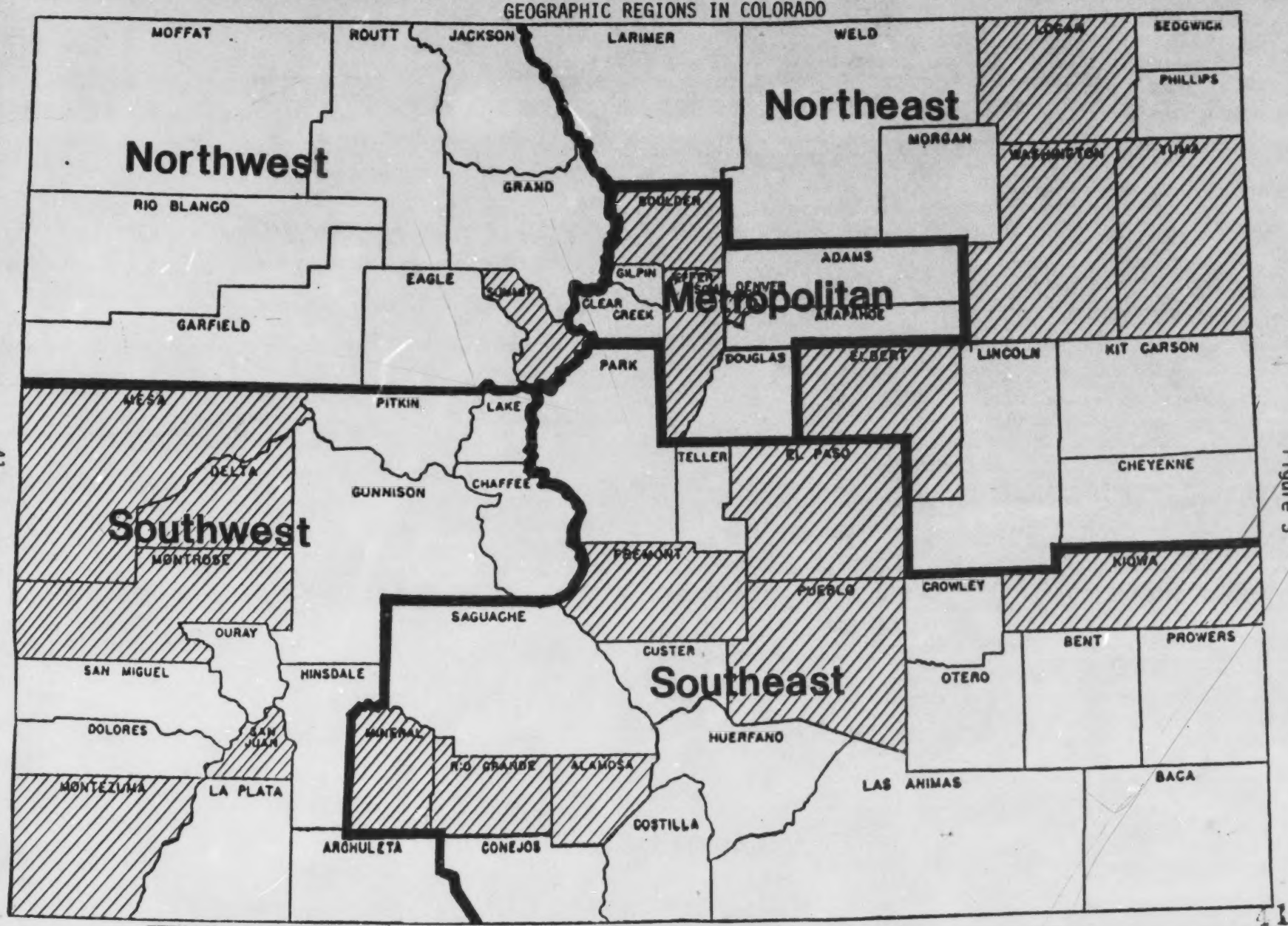

GEOGRAPHIC REGIONS IN COLORADO
Northwest
Northeast
Metropolitan
Southwest
Southeast
MOFFAT
ROUTT
JACKSON
LARIMER
WELD
LOGAN
SEDGWICK
PHILLIPS
MORGAN
WASHINGTON
YUMA
RIO BLANCO
GRAND
BOULDER
ADAMS
GILPIN
CLEAR CREEK
DENVER
ARAPAHOE
EAGLE
SUMMIT
GARFIELD
PARK
DOUGLAS
ELBERT
LINCOLN
KIT CARSON
MESA
PITKIN
LAKE
TELLER
EL PASO
CHEYENNE
DELTA
GUNNISON
CHAFFEE
MONTROSE
FREMONT
KIOWA
PUEBLO
CROWLEY
OURAY
SAGUACHE
CUSTER
BENT
PROWERS
SAN MIGUEL
HINSDALE
OTERO
DOLORES
SAN JUAN
MINERAL
HUERFANO
RIO GRANDE
ALAMOSA
MONTEZUMA
LA PLATA
LAS ANIMAS
BACA
COSTILLA
ARCHULETA
CONEJOS
Counties included in sample

Figure 3

By using the 1970 Census tract statistics it was possible to devise a proportionate random sampling of people within each county. This approach allowed for inclusion of persons from both rural and urban areas. Once the census tract had been selected it was possible to go to the tract maps to identify the residence to be contacted. Specific directions were written for the interviewers as well as criteria for inclusion and the procedure for selection of alternate households should they be needed. A copy of the appropriate section of the tract map was also provided to interviewers.

Census tract maps are unavailable for some urban (over 2,500 population) areas in Colorado. Therefore, once the tract had been identified, it was possible to randomly select a household that was within the tract from city or county directories. Through this procedure, names, addresses, and telephone numbers (in many cases) were available to the interviewers. Two alternate names were identified for each household to be contacted in the event that the original participant could not be contacted, refused to participate, or did not meet the definition of "homemaker" as established by the project.

Formulation of Interview Network

County home extension agents and paraprofessionals with the Cooperative Extension Service were organized into a network to conduct the interview phase of the study. Extension personnel were utilized because they were already located throughout the state, possessed public relations skills, and had a mutual interest in the findings of the project. Dr. Phyllis Worden, Assistant Director of the Cooperative Extension Service, Colorado State University served as the liaison between the twenty-five interviewers and the task analysis

project. Vocational educators supplemented the network in those areas where extension personnel were unable to assist.

Orientation for Interviewers

Workshops were held during the second week of May in Denver and Grand Junction to provide interviewers with an overview of the project and to inform them of the procedure to be followed. A sample agenda from the meetings may be seen in Appendix J.

An interviewer's guide was devised by the principal investigator by adapting a booklet developed and used by Dr. Wiley B. Lewis. The Guide includes specific directions on handling interview responsibilities as well as special situations. A copy of the handbook is included in Appendix J.

At the close of the workshop the interviewers were given the appropriate lists of potential interviewees. Each potential interviewee sheet contained the instructions for contacting the person to be interviewed as well as the two alternates. Appendix J contains a copy of the Potential Interviewee Form. Interviewers were instructed to mail the completed interview booklets to project staff prior to June 30, 1978. For each interview received by that date the interviewers were paid twenty-five dollars.

Treatment and Analysis of the Data

The homemaker's ratings of frequency, time spent, and difficulty from the interview questionnaire were coded by the principal investigator and project secretary on coding sheets and punched on computer cards for tabulation. The Statistical Package for the Social Sciences (SPSS) frequencies program was used to tabulate the frequency of responses.

CHAPTER IV

FINDINGS

Ten homemaker subgroups and randomly selected Colroado homemakers provided information about their home responsibilities for the purpose of analyzing the occupation of homemaking. It was believed that descriptive information regarding the homemakers might be helpful in interpretation of the findings. Background data were therefore compiled for the eighty-six homemakers who participated in the DACUM workshops and one hundred and ninety-five homemakers who assisted with the interview procedure.

Sex

Information about male performance of homemaking tasks could be helpful to teachers in planning instructional units that are meaningful to those who have not traditionally been involved in the occupation of homemaking. Sixteen males (18.6 percent) participated in the DACUM workshops and thirty-five (17.9 percent) provided input for the interview process, as shown in Table 1.

Table 1.--Sex of DACUM Participants and Homemaker Interview Respondents

Sex	Percentage of DACUM Participants N=86	Percentage of Interview Respondents N=195	Percentage of Colorado Population (1975 Vital Statistics)
Male	18.6	17.9	50.6
Female	81.3	82.0	49.4

Population of Home Community

Project advisory committee members felt that rural and urban homemakers would have unique tasks and that this information would be useful to homemaking teachers when planning curriculum. The percentage of DACUM participants from rural communities is higher than the percentage of interview participants because a special DACUM workshop was held to focus upon the tasks of rural homemakers. See Table 2.

Table 2.--Population of Home Community by Percentage of Homemaker Participants

Population of Home Community	Percentage of DACUM Participants N=86	Percentage of Interview Respondents N=195	Percentage of Colorado Population (1975 Vital Statistics)
Urban	61.6	86.2	78.5
Rural	38.3	13.3	21.5
No answer given	--	.5	--

Ethnic Group

Hispanic, Black, and Native American are the three most prominent ethnic minority groups within Colorado. Because of this, special emphasis was placed upon them during the conduct of the DACUM workshops. One workshop was held for each of the ethnic homemaker subgroups to gather specific information about the homemaking responsibilities of individuals within each group. Since the interview procedure was based upon random selection there is a lower percentage representation of ethnic minorities in the interviews than in the DACUM workshops. Refer to Table 3.

Table 3--Ethnic Group Representation in the Task Analysis

Ethnic Group	Percentage of DACUM Participants N=86	Percentage of Interview Respondents N=195	Percentage of Colorado Population (1975 Vital Statistics)
White, Not Hispanic	63.9	80.0	95.7
Hispanic	12.7	9.2	13.0
Black	10.4	5.1	3.0
Native American	12.7	3.6	.4
Other	--	2.1	.42

Yearly Household Income

Household income was surveyed rather than personal income because the advisory committee felt that the total resources would impact home-making decisions. The most current income figures available were from the 1970 Census. Much of the discrepancy between the income levels of interviewees and the Colorado incomes as stated in the census can be explained by the eight-year gap between the two studies. It is interesting to note the high percentage of participants with yearly income in excess of $15,000. See Table 4.

Table 4.--Yearly Household Income of Task Analysis Participants

Yearly Household Income	Percentage of DACUM Participants N=86	Percentage of Interview Respondents N=195	Percentage of Colorado Population (1970 Census)
Less than $5,000	16.2	12.3	19.1
$5,001 - $7,500	25.5	6.7	15.9
$7,501 -$10,000	11.6	9.2	18.0
$10,001-$12,500	9.3	12.3	14.3
$12,501-$15,000	10.4	13.8	12.7
$15,001-$30,000	18.6	29.2	16.3
Over - $30,000	8.1	12.8	3.7
No answer given	--	3.6	--

Stages of Life Cycle

Stage of life cycle was identified as a variable rather than age because the advisory committee members felt that it would be a more critical factor in determining home responsibilities. The "before children", "during children", and "after children" stages were each broken down into two subgroups -- single and couple. The term "couple" was utilized rather than "married" because of the increasing number of non-traditional families in which the two adults that share in home responsibilities are not related by marriage. Only one of the six life cycle subgroups, before children/couple, represented an extremely small percentage of both the DACUM and the interview samples (see Table 5). This can be explained partly by the design and selection of the subgroups on which the DACUM workshop focused. The actual percentage of Colorado households that fall into each of the life cycle subgroups is unavailable.

Table 5.--Stage of Life Cycle of Task Analysis Participants

Stage of Life Cycle	Percentage of DACUM Participants N-86	Percentage of Interview Respondents N=195
Before children-single	17.4	9.2
Before children-couple	1.1	5.1
During children-single	19.7	8.7
During children-couple	37.2	35.4
After children-single	8.1	16.4
After children-couple	16.2	24.6

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Employment

Homemakers were asked whether they were employed and if so, the number of hours worked each week. Although employment data was gathered from homemakers for descriptive purposes it was not treated as a variable. Hackett (1970) concluded that there were no differences in the job of homemaking as reported by employed and non-employed homemakers. The time spent on tasks may vary, however (Walker, 1969), as employed homemakers must be more efficient in their use of time. Fifty-six percent of the DACUM participants and fifty-four percent of the Interview respondents were employed. The number of hours worked per week ranged from three to eighty-four. See Table 6.

Table 6.--Hours Worked Per Week by Employed Participants

Hours Worked	Percentage of DACUM Participants N=48	Percentage of Interview Respondents N=106
1 to 10 hours	6.2	7.5
11 to 20 hours	14.5	11.3
21 to 30 hours	6.2	14.1
31 to 40 hours	35.4	49.0
41 to 50 hours	14.5	9.4
51 to 60 hours	16.6	4.7
61 to 70 hours	2.0	1.8
71 to 90 hours	2.0	--

Education

The level of educational attainment was determined for both DACUM and interview participants. Approximately thirty-eight percent of the DACUM participants and fourteeen percent of the interviewees had less than a high school education. College graduates represented 18.5 percent of the DACUM group and 25.5 percent of the interview group. Education backgrounds of the homemaker participants are shown in Table 7.

Table 7.--Highest Level of Educational Attainment of Homemaker Groups

Highest Level of Attainment	Percentage of DACUM Participants N=86	Percentage of Interview Respondents N=195
Grade school (gr. 1-8), incomplete	16.2	2.1
Grade school, complete	8.1	5.1
High school (gr. 9-12), incomplete	3.4	6.7
High school, complete	29.0	22.1
Vocational training beyond high school	18.6	10.3
College (4 yrs.), incomplete	25.5	27.2
College (4 yrs.), complete	12.7	15.3
College, graduate work	5.8	10.2
No answer given	--	1.0

Home Economics Training

The extent of previous home economics training was ascertained for all task analysis participants. Seventy-seven percent of the DACUM participants and sixty-four percent of the interviewees had previous training in home economics. It is interesting to note the variety of sources from which home economics training was received. Data regarding the home economics training of participants is shown in Table 8.

Table 8. --Home Economics Training of Task Analysis Participants

Home Economics Training		Percentage of DACUM Participants N=86	Percentage of Interview Respondents N=195	Percentage of Total Participants
No Previous Training		23.2	35.9	32.0
Grade School	1 year	10.4	4.6	19.9
	2 to 3 years	11.6	8.1	
	4 or more years	--	6.1	
High School	1 year	17.4	12.3	49.4
	2 years	16.2	15.4	
	3 years	8.1	8.7	
	4 years	8.1	12.8	
College	1 year	3.4	1.5	9.9
	2 years	2.3	3.6	
	3 years	2.3	1.0	
	4 years	--	4.6	
4-H Club	1 year	1.1	2.5	16.3
	2 years	6.9	2.0	
	3 years	2.3	.5	
	4 or more years	15.1	7.1	
Home Extension	1 year	9.3	.5	9.2
	2 years	2.3	--	
	3 or more years	5.8	5.1	
Other:	"On-the-Job"	12.7	4.1	17.7
	4-H leader	2.3	--	.6
	Related work experience	2.3	--	.6
	Clubs	2.3	.5	1.0
	Books	--	.5	.3
	T.V.	--	1.0	.6
	Adult classes	--	5.6	3.6
	Family and friends	--	2.0	1.3
	Demonstrations in stores	--	.5	.3
	Youth Organizations	--	2.5	1.7

/Description of the Interview Instrument/

The interview questionnaire consisted of one hundred and forty-six tasks which were rated according to frequency of performance, time spent when performed and difficulty. Table 9 shows the median ratings of frequency, time spent, and difficulty for those tasks that were performed by at least eighty percent of the interviewees. The task statements are arranged according to the percentage of homemakers who performed that task. The median ratings for frequency, time spent, and difficulty of all tasks are shown in Appendix K. The task performed by the lowest number of homemakers was "utilize carpools". Only 20.6 percent of the homemakers said that they performed this task. This seems surprising in light of the current emphasis on energy conservation. Other tasks performed by less than half of the homemakers in the interview sample related to budgeting for specific items, caring for children, estate planning, selecting housing, caring for pets, and entertaining business associates. The task that most homemakers (98.5 percent) performed was "maintain personal hygiene and grooming".

Frequency of Performance

The homemaking tasks were rated for frequency of performance on a scale of one to five. The median ratings for frequency range from 1.025 to 4.988. The most frequently performed tasks were "maintain personal hygiene and grooming", "provide water and other nutritional needs for pets", and "prepare meals". The tasks performed least often were "select housing", "make arrangements for moving family and household goods", and "obtain license and tags for pets".

Table 9.--Median Ratings for Tasks Performed By at Least Eighty Percent of the Homemakers

Task	% of the Homemakers Who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
1. Maintain personal hygiene and grooming	98.5	1.025	4.367	4.877
2. Prepare meals	95.9	1.063	3.572	4.433
3. Store and handle food safely and properly	95.4	1.250	4.850	4.816
4. Make beds	94.9	1.109	4.980	4.906
5. Wash dishes and utensils	94.9	1.071	4.693	4.861
6. Purchase groceries	94.4	2.119	3.824	4.454
7. Select clothing and accessories	92.8	4.489	3.795	4.157
8. Wash kitchen cabinet and counter surfaces	92.8	1.133	4.875	4.900
9. Keep things picked up	92.3	1.116	4.754	4.596
10. Celebrate special occasions	91.3	4.636	2.489	4.746
11. Regulate lighting, ventilation, humidity and temperature	90.7	1.053	4.949	4.856
12. Discard unnecessary items to eliminate clutter	90.3	3.500	4.593	4.583
13. Entertain guests in the home	90.3	4.013	2.167	4.348
14. Pay bills	90.3	3.739	4.589	4.763

FREQUENCY OF PERFORMANCE
1 = 1 or more times a day, 2 = 1 or more times a week, 3 = 2-3 times a month, 4 = 1 time a month, 5 = occasionally-less than once a month
TIME SPENT IN ONE DAY
1 = 4 or more hours, 2 = 3 hours, 3 = 2 hours, 4 = 1 hour, 5 = less than 1 hour
DIFFICULTY OF TASK
1 = Difficult, 2 = Moderately Difficult, 3 = Moderate, 4 = Moderately Easy, 5 = Easy

Table 9.--(Continued)

Task	% of Homemakers Who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
15. Shop for goods and services	89.3	2.671	3.657	4.000
16. Clean and disinfect the bathroom	89.2	1.953	4.630	4.432
17. Obtain regular medical and dental checkups	88.7	4.854	3.750	4.549
18. Care for floors appropriately	88.2	2.112	4.002	4.125
19. Choose proper laundry cleaning agents	88.2	3.761	4.927	4.838
20. Pursue personal hobbies and interests	88.2	1.865	3.015	4.752
21. Regulate cash flow to meet payments	88.0	3.862	4.782	4.612
22. Select household cleaning and maintenance equipment and supplies	87.7	3.778	4.865	4.823
23. Sort clothes for laundering	87.7	1.962	4.894	4.918
24. Practice energy conservation in the home	86.7	1.087	4.848	4.761
25. Provide a pleasant, harmonious home environment	86.7	1.126	2.680	4.556
26. Care for furnishings	85.7	2.200	4.025	4.386
27. Use socially acceptable etiquette	85.6	1.246	4.592	4.780

FREQUENCY OF PERFORMANCE
1 = 1 or more times a day, 2 = 1 or more times a week, 3 = 2-3 times a month, 4 = 1 time a month, 5 = occasionally-less than once a month
TIME SPENT IN ONE DAY
1 = 4 or more hours, 2 = 3 hours, 3 = 2 hours, 4 = 1 hour, 5 = less than 1 hour
DIFFICULTY OF TASK
1 = Difficult, 2 = Moderately Difficult, 3 = Moderate, 4 = Moderately Easy, 5 = Easy

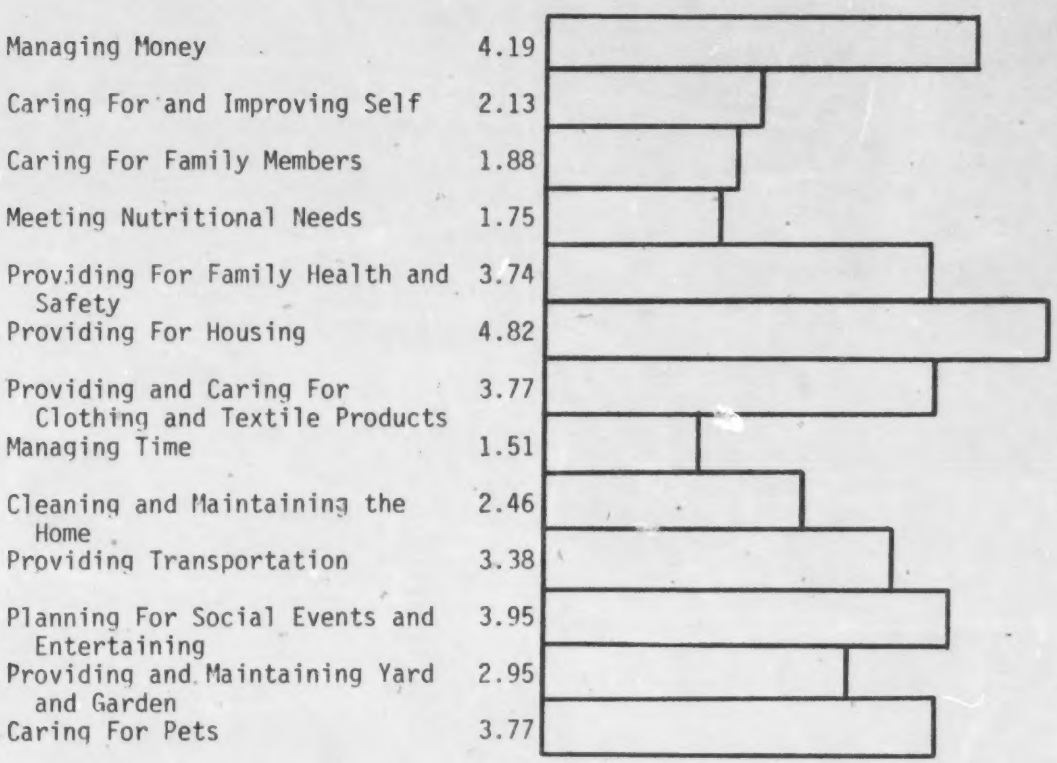
Table 9.-- (Continued)

	% of Homemakers Who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
28. Drive a vehicle	85.2	1.124	4.019	4.840
29. Give compliments for tasks well done	84.7	1.359	4.880	4.889
30. Store clothing properly	84.6	2.108	4.729	4.850
31. Clean and maintain appliances	84.1	2.233	4.618	4.563
32. Set goals and priorities for use of money	84.1	4.354	4.637	4.137
33. Obtain information about community activities	82.1	2.058	4.542	4.718
34. Provide moral support for family members	82.0	1.360	4.459	4.446
35. Provide time for self	81.6	1.250	3.643	4.641
36. Practice preventative medicine	81.5	1.210	4.859	4.702
37. Launder or dry clean clothing and linens according to fabric characteristics	81.3	2.013	3.553	4.683
38. Dispose of trash and garbage	80.2	1.435	4.966	4.916
39. Eliminate safety hazards in the home	80.0	2.577	4.860	4.667

FREQUENCY OF PERFORMANCE
1 = 1 or more times a day, 2 = 1 or more times a week, 3 = 2-3 times a month, 4 = 1 time a month, 5 = occasionally-less than once a month
TIME SPENT IN ONE DAY
1 = 4 or more hours, 2 = 3 hours, 3 = 2 hours, 4 = 1 hour, 5 = less than one hour
DIFFICULTY OF TASK
1 = Difficult, 2 = Moderately Difficult, 3 = Moderate, 4 = Moderately Easy, 5 = Easy

The median scores of all items were averaged within each of the duty statements. The average median ratings of frequency for the thirteen homemaking duties are presented in the form of a bar graph in Figure 4. The duties performed most frequently were "managing time", "meeting nutritional needs", and "caring for family members". It is interesting to note that the most important duties as perceived by DACUM participants -- "managing money" and "caring for and improving self" -- are not represented within the most-frequently performed duties. The duty performed least often was "providing for housing".

Figure 4.--Median Frequency Ratings of Homemaking Duties

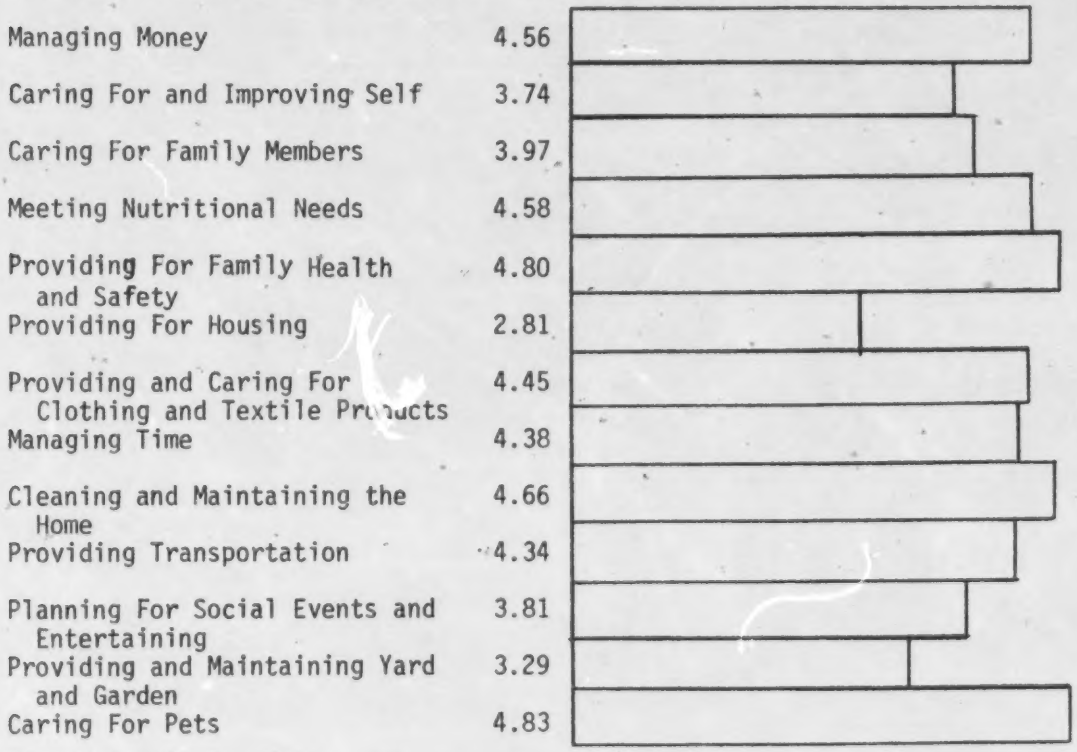

Managing Money 4.19
Caring For and Improving Self 2.13
Caring For Family Members 1.88
Meeting Nutritional Needs 1.75
Providing For Family Health and Safety 3.74
Providing For Housing 4.82
Providing and Caring For Clothing and Textile Products 3.77
Managing Time 1.51
Cleaning and Maintaining the Home 2.46
Providing Transportation 3.38
Planning For Social Events and Entertaining 3.95
Providing and Maintaining Yard and Garden 2.95
Caring For Pets 3.77

Frequency of Performance
1 = 1 or more times a day, 2 = 1 or more times a week, 3 = 2-3 times a month, 4 = 1 time a month, 5 = occasionally-less than once a month

Time Spent on Homemaking Tasks

Homemakers also rated the homemaking tasks on a five point scale according to the time spent when tasks were performed. Median ratings were lowest (most time spent when performed) for "select housing", "care for infants and small children", and "make arrangements for moving family and household goods". The following tasks required the least amount of time: "fill vehicle with proper grade of fuel", "make beds", and dispose of trash and garbage". The medians of the time spent ratings ranged from 1.142 to 4.990. Ratings for the composite of tasks into duty statements are shown in Figure 5. Duties requiring the most time were "providing and maintaining yard and garden" and "providing for housing". Least time was spent on "caring for pets" and "providing for family health and safety".

Figure 5. --Median Ratings For Time Spent on Homemaking Duties


Managing Money 4.56
Caring For and Improving Self 3.74
Caring For Family Members 3.97
Meeting Nutritional Needs 4.58
Providing For Family Health and Safety 4.80
Providing For Housing 2.81
Providing and Caring For Clothing and Textile Products 4.45
Managing Time 4.38
Cleaning and Maintaining the Home 4.66
Providing Transportation 4.34
Planning For Social Events and Entertaining 3.81
Providing and Maintaining Yard and Garden 3.29
Caring For Pets 4.83

Time Spent in One Day

1 = 4 or more hours, 2 = 3 hours, 3 = 2 hours, 4 = 1 hour, 5 = less than 1 hour

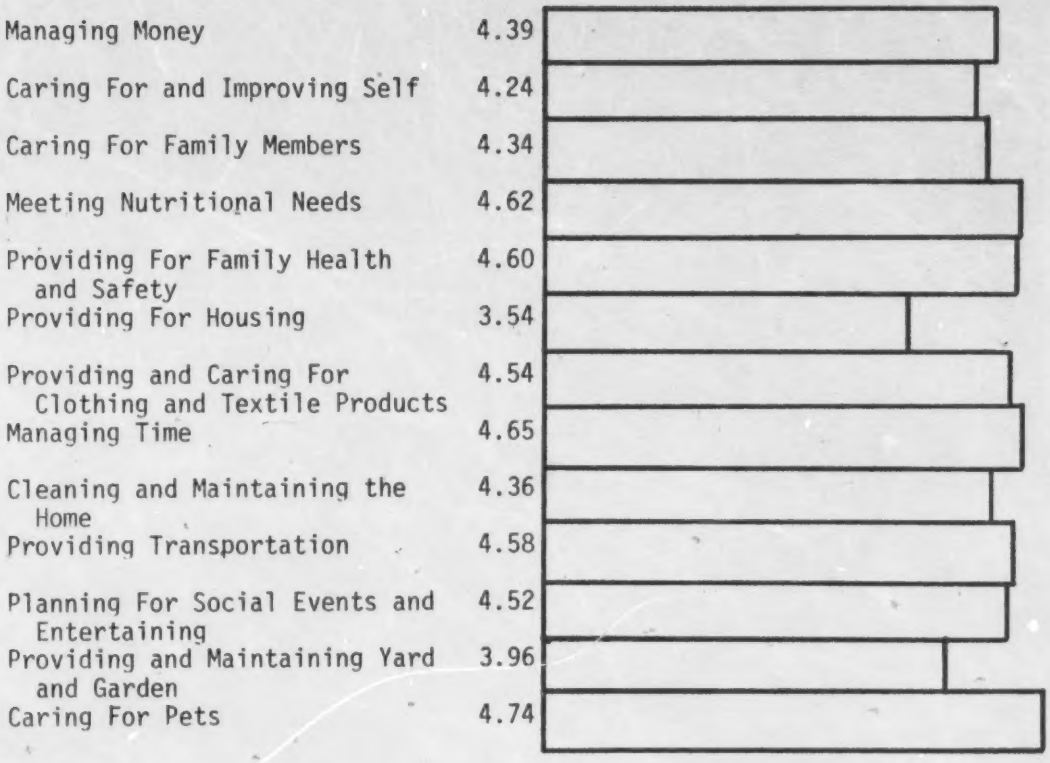
Difficulty

Difficulty of homemaker tasks was ascertained by asking interviewees to rate homemaking tasks on a five point scale of difficulty. The difficulty variable encompassed mental, physical, and emotional factors.

The median ratings for difficulty are extremely high which shows that, in general, homemakers perceive their tasks to be relatively easy. This finding is consistent with that of the Hackett study (1970) in which no homemaking tasks were viewed as difficult. It is interesting to note that the tasks perceived as most difficult are almost the same tasks that were performed least frequently: "select housing", make arrangements for moving family and household goods", "select a vehicle", and "deal with family crisis". These tasks were all rated within the "moderate" range. The easiest tasks were "fill vehicle with proper grade of fuel", "provide water and other nutritional needs for pets", and "sort clothes for laundering".

The median ratings of difficulty by duty statement (see Figure 6.) show that homemakers perceive "providing housing" and "providing and maintaining yard and garden" to be the most difficult duties. These were also the two duties requiring the most time to complete. "Caring for and improving self" and "caring for family" were also perceived as relatively difficult. The least difficult duties were "managing time" and "caring for pets".

Figure 6.--Median Ratings For Difficulty of Homemaking Duties


Managing Money 4.39
Caring For and Improving Self 4.24
Caring For Family Members 4.34
Meeting Nutritional Needs 4.62
Providing For Family Health and Safety 4.60
Providing For Housing 3.54
Providing and Caring For Clothing and Textile Products 4.54
Managing Time 4.65
Cleaning and Maintaining the Home 4.36
Providing Transportation 4.58
Planning For Social Events and Entertaining 4.52
Providing and Maintaining Yard and Garden 3.96
Caring For Pets 4.74

Difficulty of Task
1 = Difficult, 2 = Moderately Difficult, 3 = Moderate, 4 = Moderately Easy, 5 = Easy

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

It was the primary purpose of this study to identify those tasks performed by homemakers in Colorado. An additional purpose was to collect the following information about the homemaking tasks: importance, frequency of performance, time spent when performed, and difficulty.

Restatement of the Objectives

The four major objectives of the study were: 1) To identify, using the DACUM technique, those homemaking tasks performed by ten subgroups of Colorado homemakers; 2) To determine the commonalities and uniquenesses of tasks identified by the ten homemaker subgroups; 3) To collect additional information about the homemaking tasks--frequency of performance, time spent when performed, and difficulty of performance; and 4) To disseminate the task analysis findings to vocational consumer and homemaking teachers in Colorado to facilitate curriculum decisions.

Populations and Sample

The subjects for this study--Colorado homemakers--were selected from all areas in Colorado. The selected groups included eighty-six homemakers nominated by vocational consumer and homemaking teachers to participate in ten DACUM workshops and one hundred and ninety-five homemakers randomly selected from Colorado households to participate in the interview procedure. Selection of DACUM participants was conducted on the basis of five variables: sex, ethnic group, population of home community, yearly household income, and stage of the life cycle. The random selection for the interview phase included all Colorado households represented by either the 1970 Census tracts and/or 1977/78 city and

county directories since it was assumed that each household would have at least one homemaker.

Instruments and Procedures

The following ten DACUM workshops were conducted: rural homemakers, low income homemakers, male homemakers, single homemakers before children, homemaker couples during children, single homemakers during children, homemakers after children, Hispanic homemakers, Black homemakers, and Native American homemakers. The DACUM technique utilizes a modified brainstorming technique by which workers in an occupation can identify those tasks necessary for satisfactory job performance. A graphic display of the occupational competencies is essential. On of the final workshop phases was the ranking of tasks according to importance. The workshops were conducted during the winter and spring of 1978.

An interview format was developed by identifying the most important tasks as perceived by DACUM participants. The questionnaire contained one-hundred and forty-six homemaking tasks. First, homemakers were asked if they performed the task. If the task was performed then three other questions were asked: 1) How frequently do you perform the task?; 2) How much time does it take when the task is performed?; and 3) How difficult is the Task? The interviews were conducted by nine Cooperative Extension agents and other interested individuals during May and June of 1978.

Findings

Data obtained in this study included the identification of 820 homemaking tasks, personal information about the 301 homemakers, and homemaker ratings of homemaking task characteristics.

Of the 301 Colorado homemakers approximately eighteen percent were male and seventy-six percent were from urban communities. The four major Colorado races -- Caucasian, Hispanic, Black, and Native American -- were represented in both the DACUM workshops and interview phases of the study. More than fifty percent of the homemaker participants were employed outside the home. The homemakers represented three stages of the life cycle: before children, during children, and after children. Approximately forty-five percent of the sample had previous home economics training.

Analysis of the interview data showed that tasks associated with personal hygiene, feeding pets, and preparing meals for the family were performed most frequently. Selecting housing, caring for infants and small children, and moving household goods required the most time. Although no tasks were perceived as extremely difficult, those rated highest were selecting housing and vehicles, moving, and dealing with crises.

The tasks seldom performed were selecting housing and moving; estate planning; budgeting for specific items such as food, health care, and transportation; and entertaining business associates. The easiest homemaking tasks were managing time and caring for pets.

The results of this exploratory research led the investigator to believe that the DACUM approach is an effective means of analyzing the occupation of homemaking. Homemakers in the workshops participated with much enthusiasm and generated detailed task listings that should be of great help to consumer and homemaking teachers in evaluating existing programs for relevancy, and developing new materials to train for occupational competency in homemaking.

Recommendations for Further Study

Although much time and effort was expended in the completion of this occupational analysis it will be necessary to revise and update the task listings periodically to ensure their relevancy. It is recommended that this procedure be implemented every five years and that the revision be done on the DACUM charts by reconvening a group to represent original DACUM homemaker participants, additional homemakers, and home economics teachers and teacher educators who have utilized the DACUM charts.

Since the identification of homemaker subgroups for this study, several additional groups which could perhaps perform unique tasks have been identified. Further investigation of the following homemaker subgroups might be helpful to vocational consumer and homemaking teachers: physically handicapped homemakers, homemakers who have visual or hearing impairment, mentally retarded homemakers, migrant homemakers, homemakers in the upper income brackets, and single homemakers who care for an elderly person or other person who needs special attention.

Further statistical analysis could be done on the existing data to determine the differnce between ratings of the tasks according to the five variables: sex, ethnic group, population of home community, yearly household income, and stage of the family life cycle. It would also be valuable to identify the differences between the tasks of the DACUM chart developed by professional home economists during the pilot workshop and the composite of tasks from the ten DACUM workshops.

The homemaking tasks identified in this study should be compared with (1) curriculum for Colorado vocational consumer and homemaking programs at the secondary, post-secondary, and adult levels; (2) curriculum for vocational teacher education at Colorado State University and the University of Northern Colorado; and (3) curriculum for vocational home economics in-service education. These comparisons would isolate the subject matter areas that need curriculum revision.

Implications for Home Economics Education

Prior to this study, home economics educators felt that the task analysis would provide valuable information for developing homemaking programs that are relevant to current needs. Instead of embarking upon a massive redesign of curriculum it is suggested that the first stage be a comparison of the duties and tasks identified by the project with the existing Vocational Home Economics Scope and Sequence. A precursory investigation showed that the relationships between the duty statements in Scope and Sequence and the task analysis may be classified into three types: (1) competencies that have not been traditionally taught in Home Economics; (2) competencies that have been taught but need to be redefined; and (3) competencies that are very similar to the way in which they have been traditionally taught. New materials may need to be developed for those areas that have not traditionally been taught in home economics. Existing materials may need revision to reflect the current responsibilities of homemakers. Following is a list of the thirteen duties identified by the task analysis and their ranking according to importance:

HOMEMAKER DUTIES
1978

Variations From Scope and Sequence

New Duties:

Providing Transportation (10)
Providing and Maintaining Yard and Garden (12)
Caring for Pets (13)

Duties That Need Review and Redefinition

Caring for and Improving Self (2)
Providing for Family Health and Safety (5)
Providing and Caring for Clothing and Textile Products (7)
Cleaning and Maintaining the Home (9)

Traditional Duties

Managing Money (1)
Caring for Family Members (3)
Meeting Nutritional Needs (4)
Providing for Housing (6)
Managing Time (8)
Planning for Social Events and Entertaining (11)

The home economics teacher training institutions in Colorado may wish to compare the identified duties with the required course offerings for undergraduates. It is expected that some modifications will need to be made, especially in the areas of new duties and duties that need redefinition, if programs hope to prepare instructors for the occupation of homemaking.

In the past, the occupational experience requirement for vocational credentialing of consumer and homemaking teachers in Colorado lacked sufficient criteria for evaluation. Procedures have already been initiated to rectify this shortcoming by developing a procedure by which the potential applicant would verify past experiences that led to development of competency within each homemaking area. Suggested tasks that would demonstrate competence in each of the areas were gleaned from the homemaker task analysis listings.

Several home economics teachers have expressed an interest in learning the DACUM technique for application in their classrooms and local districts. The approach could be a means for motivating student and parent involvement and creating community support for vocational consumer and homemaking programs. The teacher training institutions may wish to investigate the possibility of including DACUM training in the pre-service and in-service teacher training programs.

It is recommended that the DACUM approach be adopted as the task analysis technique for all Colorado vocational programs. The investigator believes that DACUM is a relatively inexpensive method of analysis. DACUM utilizes workers in the occupation and is not biased by previous analyses and curriculum efforts.

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APPENDICES

APPENDIX A

COLORADO HOMEMAKER TASK ANALYSIS PROJECT STAFF

Principal Investigator:

Phyllis J. Abt, Instructor, Colorado State University

Project Co-Directors:

William J. Barnes, Supervisor-Research and EPDA, State Board for Community Colleges and Occupational Education

Bonnie J. Geiger, Assistant Director-Interagency Relations/ Personnel, State Board for Community Colleges and Occupational Education

Wiley B. Lewis, Coordinator-Curriculum Materials Development, Colorado State University

Project Secretary:

Vonni L. Hood, Colorado State University

Advisory Committee Members:

B. Harold Anderson, Head, Department of Vocational Education, Colorado State University

Robert Barnes, Director, Vocational Teacher Education, University of Northern Colorado

Mary Helen Haas, Professor, Department of Vocational Education, Colorado State University

Dorothy Ortner, Acting Supervisor-Home Economics Education, State Board for Community Colleges and Occupational Education

Eleanor Peiffer, Instructor, Home Economics Vocational Teacher Education, University of Northern Colorado

Robert L. Perry, Supervisor-Curriculum Planning and Evaluation Branch, State Board for Community Colleges and Occupational Education

Kendrick Spooner, Program Director for Planning and Evaluation, University of Northern Colorado

Harold Wallace, Research Specialist and Professor in Distributive Education, Colorado State University

APPENDIX B

AN OVERVIEW OR THE DACUM APPROACH
TO COMPETENCY/TASK IDENTIFICATION

DACUM (Developing A Curriculum) was created in the late 1960's by the Experimental Projects Branch, Canada Department of Regional Economic Expansion, and the General Learning Corporation of New York. It has proven to be a very effective approach for quickly deriving, at a relatively low cost, the competencies or tasks that must be performed by persons employed in a given position or occupational area.

DACUM, which utilizes small group brainstorming techniques, is a process which results in a skill profile for a particular job or occupational area which can serve as a solid basis for curriculum development. As a process, it is a dynamic group analysis of a specific job or occupational area. As used, the DACUM approach involves all of the processes of analysis, charting, program planning, rating, selection, and sequencing.

DACUM is primarily concerned with the WHAT of a curriculum, rather than the HOW. It is an element or function of a systematic approach to curriculum development, which can be characterized as a type of task analysis. DACUM represents a relatively new and innovative approach to establishing a solid basis for curriculum development.

It is graphic in nature, presenting definitions of an entire occupation on a sheet of paper. This tends to prevent treatment of any element of the occupation in isolation, and conversely tends to promote treatment of each element as part of a larger whole. It is, in fact, a form of an analysis of the occupation rather than a curriculum evolving from an analysis. General areas of competence required in the occupation are defined and each is subdivided into those individual skills (tasks) that collectively enable an individual to perform competently within that general area. These skills are defined quite simply and are structured independently in small blocks on the chart. Each can serve as an independent goal for learning achievement.

A carefully chosen group of about 10-12 experts in the occupational area form the DACUM committee and work for three days to develop the DACUM chart. Committee members are recruited directly from business, industry, or the professions, and do not include vocational educators. A DACUM committee is carefully guided through each of the following steps:

1. General introduction and orientation.

2. Review of the administrators' occupational area.

3. Identification of the general areas of competence.

4. Identification of the specific skills for each of the general areas of competence.

5. Review and refinement of the skill statements.

APPENDIX C

Department of Vocational Education

Colorado State University
Fort Collins, Colorado
80523

Dear Consumer and Homemaking Teacher:

Teachers are constantly seeking information to help them plan instructional activities that are relevant to what is happening in the world today. This can be especially difficult in a field such as homemaking because of the diverse and changing settings in which future homemakers will practice.

I am currently engaged in a project to identify those tasks that homemakers actually do perform in the home. The project is entitled the Colorado Homemaker Task Analysis and has been funded by the State Board for Community Colleges and Occupational Education. Bonnie Geiger, State Supervisor of Home Economics is serving as one of the co-directors for the project and home economics teacher education departments from the University of Northern Colorado and Colorado State University have been involved in the project planning. In addition to identifying homemaker tasks performed by various homemaker subgroups the information will provide a basis for future curriculum efforts in the homemaking area. To the home economics teacher this will mean that once a student and accompanying characteristics have been identified data will exist to tailor a program to meet the individual needs of that student.

The success of any project is only as good as the selection of subjects from which the data is gathered. I am seeking your assistance in identifying competent homemakers in your locale who conform to a specific profile of characteristics. You may wish to include your school principal and local advisory committee in the identification of homemakers. The actual participants will be selected from the individuals that you have nominated. The homemaker participants will attend a two-day workshop to create a profile of their actual homemaking responsibilities. The workshop participants will receive reimbursement for travel and lodging plus a small honorarium.

I have described characteristics of the homemakers whom I hope you will identify on the enclosed nomination. Definitions to aid in explanation of the variables are also included. It is important that the nominees follow as closely as possible the variables listed. Please include addresses and telephone numbers so I will be able to contact them to request participation. Return the homemaker names to me in the enclosed envelope by Friday, January 20. If you have questions regarding the selection or role of the participants do not hesitate to contact me at 491-6215. Thank you for your support of the Colorado Homemaker Task Analysis Project. I am confident that our efforts will be beneficial to the improvement of home economics instruction.

Sincerely,

Phyllis Abt, Principal Investigator

PA:vm
Enclosures

APPENDIX D

Department of Vocational Education

Colorado State University
Fort Collins, Colorado
80523

January 27, 1978

Thank you for agreeing to participate in the February 8 and 9 Homemaker Workshop to be held in Fort Collins. The meeting will be held in Room 212 of the Student Center on campus of Colorado State University. The meeting will begin promptly at 8:00 a.m. on Wednesday the 8th and conclude no later than 5:00 p.m. on Thursday the 9th.

The workshop is designed to determine the tasks that homemakers perform. We have invited ten homemakers to participate in the two-day workshop. The workshop is scheduled for two days to allow enough time to interact and discuss without having to rush and possibly overlook some of the tasks performed. The workshop will be conducted using a method called DACUM (Design a Curriculum). A brief description of the procedure has been enclosed for your information.

Expenses for the meeting will be reimbursed by the project. Included in the expenses to be paid are $18.00 per night for the room, $11.50 per day for meals, and 14¢ a mile for travel. Also included will be a $25.00 honorarium per day per individual. In order to have your expenses reimbursed however, you must participate the full two days. All room arrangements will be handled by this office. Lodging will be provided at the Fort Collins Ramada Inn, located at I-25 and Colorado Highway 14. Please indicate on the enclosed form the lodging arrangements that you will need. The charge for your room at the Ramada Inn will be billed to a master account that will be paid by the University. Group meal functions will be planned for lunch and dinner on Wednesday and lunch on Thursday. Other meals will be on your own and reimbursed according to the state rate of $2.50 for breakfast and $5.50 for dinner.

Reimbursement for travel, meals, and honorarium will be forthcoming from the university. We will not be able to bring the money with us, as we must issue checks and will not know exact travel expenses until meeting time. You are encouraged to check the attached list of participants and make arrangements to carpool if feasible.

Enclosed is a parking permit to allow free parking during our workshop meetings. I have also included a map to direct you from the Ramada Inn to the Student Center. Travel time from the Inn to campus is approximately fifteen minutes. Please bring your parking permit with you as it will be difficult to issue a new one.

Once again, thanks for agreeing to participate. If you have any questions regarding the workshop, call me collect at 491-6215. Please review the enclosures and return the confirmation form to me no later than February 1.

I look forward to meeting you on the 8th.

Sincerely,

Phyllis Abt

Phyllis Abt, Principal Investigator
Colorado Homemaker Task Analysis

PA:vm

Enclosures

APPENDIX E

COLORADO HOMEMAKER TASK ANALYSIS
HOMEMAKER WORKSHOP

February 8-9, 1978

Colorado State University
Student Center, Room 212
Ft. Collins, Colorado

T E N T A T I V E A G E N D A

Wednesday, February 8 -------	212 Student Center
8:00 - 10:00	Orientation - What is DACUM? Definition of Homemaker, identification of general areas of competence
10:00 - 10:15	Break
10:15 - 12:00	Finalize major competencies and begin listing of tasks within each competency
12:00 - 1:00	Lunch, Rambouillet Room
1:00 - 3:00	Continue listing tasks
3:00 - 3:15	Break
3:15 - 5:00	Task listing
6:00 -	Dinner, Ramada Inn Dining Room
Thursday, February 9 --------	212 Student Center
8:00 - 10:00	Task listing (coffee will be provided)
10:00 - 10:15	Break
10:15 - 12:00	Task listing completion
12:00 - 1:00	Lunch, Rambouillet Room
1:00 - 3:00	Review and sequence-check categories, terminology, completeness
3:00 - 3:15	Break
3:15 - 5:00	Finalization of chart Definition of the Homemaker Evaluation of workshop Completion of travel and honorarium requests
5:00 -	Have a safe trip home!

APPENDIX F

CURRICULUM WORKSHOP EVALUATION

Workshop Title_____ Date_____

The purpose of this evaluation is to provide feedback for the workshop leader. Please complete the following checklist by marking the appropriate response - Strongly Agree, Moderately Agree, Moderately Disagree, and Strongly Disagree. Your comments will help to improve future workshops.

	SA	MA	MD	SD
1. Information presented to you prior to your arrival about the workshop was sufficient to explain your role	33	42	5	4
2. Workshop moved in a smooth, businesslike manner	70	14	1	
3. Workshop leader carried out her role in a positive, knowledgeable manner	78	5		
4. Program was informative.	67	14		
5. Program was interesting.	67	15	2	1
6. Sufficient time was allocated for completion of the workshop activities	65	19	1	
7. Workshop facility was adequate	68	15	1	1
8. Workshop location was desirable.	69	15	1	
9. Lodging was satisfactory	55	1		1
10. Food was adequate.	74	10	1	
11. Arrangements made for coffee and workshop breaks were sufficient	75	9	1	
12. Arrangements made for the reimbursement of expenses were adequate	66	15		
13. My participation in this workshop was a worthwhile endeavor.	69	16		
Total	856	190	13	7

COMMENTS:

Strong Points -

Weak Points -

APPENDIX G

REACTIONS TO DACUM

Rural Homemaker Workshop

Tiring, Good program

I was thoroughly amazed at the great participation by all workshop members. Many times, not everyone participates in small group discussions but this method involves everyone in the input. Very enjoyable for me.

Growing experience, in that, it came at a time in my life when situations needed to be improved. It was exhausting but meaningful - perhaps the first day could have had an evening session when we were at a point of complete understanding of the program. I enjoyed the teacher and her staff. So thank you for asking me and giving me the privilege of taking part in a new program.

I think DACUM is an interesting new technique that will help in a lot of different areas and occupations to really know exactly what a person's job requires.

This has been a very rewarding experience. A very challenging experience. I enjoyed the contact and ideas of the other participants. A fascinating concept, one with much teaching and or learning possibilities.

Informative experience

I was very impressed. It is long and hard work but I enjoyed it.

I didn't realize so many others felt as I do and shared the same responsibilities. I feel it is a very good workshop and worthwhile.

I was glad to be shown this particular procedure to obtain skills and information pertaining to occupations. It is simple enough to understand and put into action. It's interesting to see the entire range of things one does to be a homemaker.

I feel it very worthwhile to become acquainted with this technique and can perceive it as useful in many situations.

Low Income Homemaker

I was very interested in building the chart and in breaking down the tasks that I do in my home. It also made me feel like I was involved in something very important.

It was a very interesting two days for me. I learned much about other homemaker responsibilities that did not apply in my case. I feel sure it will be helpful later on to Home Economic teachers or anyone else who has reason to use the chart. A very positive experience.

DACUM has shown me many new ideas in household duties. It has made me see the accomplishment of day to day duty. Have gotten new ideas to pass on to my family members. In my opinion it will give kids in economics a chance to see and learn how life is on your own.

I think this system is a good idea. I hope that it may help young homemakers to be prepared for homemaking.

I feel DACUM was a very efficient way to reach our goal. I am really surprised that this method isn't used more often. I'm glad I participated.

The DACUM process consists of a lot of work - but without knowing any other processes - there are no comparisons.

Male Homemaker

Dynamic process whereby individual input allows for an occupational profile to be established. Pleased to be a participant.

I find this process to be a well organized and truly beneficial process which has a variety of other applications.

The system seems to work just fine, very quick.

DACUM is a very worthwhile procedure.

Positive procedure

Single Homemaker - Before Children

It was a different way to look at the parts of the homemaker. It was interesting, I really never realized all the things you have to keep in mind before doing the business.

I feel DACUM may be a worthwhile project, the methods are a little slow and tiring, but I'm sure it will help teachers and students in the future. I enjoyed participating in the program.

Seeing it work for the first time, one not considering homemaking as much as others, DACUM appeared to move in a logical sequence and build information in a logical manner.

I liked the form. It helped the group have something to go on. It would be helpful to any teacher to follow a DACUM graph on working with Home Economics. They would have a lot to consider adding to programs.

Homemaker Couples - During Children

I feel DACUM is a very worthwhile way of determining what is done in a specific field. It is worthwhile in my opinion and very interesting as well.

It is a positive step in evaluating changes in living styles and the development of skills to meet the challenge.

I really thought most of it was interesting. At times it bogged down and went too slow to hold my interest. I think that the DACUM process is very effective.

It is effective, fast, complete, I loved it, It is certainly a thorough tool.

I feel DACUM is a worthwhile way to identify concrete activities.

I liked DACUM and think it is a good way to get information like this. Brainstorming is a good way to come up with lots of ideas.

I feel DACUM is a very effective way of determining what workable skills are required in any profession. This should be a very successful method of determining what needs to be taught. Too many people are not prepared for their vocation even after being educated in that field. DACUM should change this.

Single Homemaker - During Children

I enjoyed the process -- I will be interested in results.

Appears to be a valid method of task analysis. Would like to see it used. (the end product)

An interesting experience! Personally enriching! I'm glad to have been asked to participate.

A logical approach to developing a good up-to-date program of instruction to students. It is imperative that people who are currently or very recently in a situation be the ones to help others go through similar experiences.

This was an exciting concept. The group dynamics were excellent - Vibrant. I can really see the value of using this approach on most jobs.

Homemakers - After Children

If they will only use this information now, and not let it be just another "survey of sorts".

DACUM would seem to be an excellent program for securing input from "experts" in any field. I thoroughly enjoyed the two days of participation.

I believe this type of workshop is a very thorough and interesting project. It will broaden the meaning of what a homemaker knows and does. I believe it will help many Home Ec teachers to have a wider variety of things to teach.

A logical and analytical approach to curriculum development.

I think DACUM is definitely a speedy as well as an efficient method of evaluating and updating curriculum.

Hispanic Homemaker

I believe it is a very good and valuable process that should be used over and over again in different subjects. Was an extremely good learning experience.

The approach of DACUM is very good. A very positive approach and personal, very educational, informal, definitely an excellent way to learn about the subject matter researching.

Designed to commit individual involvement, designed to make one aware of time involved in homemaking, designed to give detailed area attention.

DACUM is great, I feel this should have been done much sooner, and I feel it will enhance the homemaker. This was a very rewarding experience and I feel I have learned a lot and have met some wonderful people -- everyone seemed interested.

Excellent approach to curriculum development. Our college could certainly utilize an approach such as this, however, I think at this point it would be somewhat threatening. It's innovative.

Black Homemaker

The DACUM system should help fulfill the need of teaching meaningful concepts in the classroom. The role of homemaker must be approached from a realistic point of view, by taking the actual experiences and discussing their importance to great length.

DACUM, which I see as a compilation of all the competencies of an occupation, should, I believe, be a "must" in the near future in our schools. I was really made aware of the importance of the knowledgeable things of the homemaker.

This has been a most exciting concept in education. It could and should be used in other areas.

A positive learning experience. I found this workshop informative and interesting. Thank you for allowing me to participate.

DACUM brainstorming allowed each individual to share his homemaking skills or knowledge with each other in a pleasant environment.

Native American Homemaker

This whole system DACUM - is a pretty good way of finding out what the homemaker does in her home, especially the input of each homemaker.

The group took part in the discussion and gave their ideas - on the listing and placing the basic in proper order. I have learned many things that persons do, without thinking - I will thank the teachers and staff - the job well done.

The workshop will probably let people be aware that Indian women do have the same tasks and goals as the anglo-women. The workshop will probably let the Indian women who attended be more aware of themselves. I do hope there will be workshops of the same nature again.

This program was very interesting and very informative since I never attended any homemaker workshop. This program should be able to help people in homemaking.

APPENDIX H

COMPARISON OF TASKS IDENTIFIED IN THE
DACUM WORKSHOPS BY
HOMEMAKER SUBGROUPS

Comparison of the tasks identified in the ten DACUM workshops was a monumental task because of the differences in wording, varying levels of detail, and the explanations of tasks by the homemakers. The investigator charted the task statements of each workshop against the other DACUM analyses to demonstrate the frequency of identification of tasks and to compile a composite profile of the Colorado Homemaker. Appendix H lists all unique tasks identified in the ten workshops, the frequency of appearance, and the specific subgroups that delineated the tasks. The duty statements are those that appeared most consistently throughout the ten charts. The wording of duty and task statements was edited to incorporate the intent of all related statements.

COMPARISON OF TASKS IDENTIFIED IN THE DACUM WORKSHOPS
BY HOMEMAKER SUBGROUPS

DUTY Managing Money

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Develop a budget based on income	7	X	X			X	X	X	X	X	
2. Provide nutritious meals within budget	10	X	X	X	X	X	X	X	X	X	X
3. Budget for variable and fixed costs of transportation	7		X	X		X	X	X		X	X
4. Determine how much to spend for clothing	5					X	X	X		X	X
5. Plan budget for vacations	5	X		X	X	X			X		
6. Develop budget for household furnishings	4	X					X	X			X
7. Budget for health and insurance needs	3				X	X		X			
8. Budget for recreation and entertainment	3					X		X			X
9. Budget for repair and maintenance costs of home	3				X	X		X			
10. Budget for charitable donations	2					X		X			
11. Budget for memberships in organizations	2					X		X			
12. Budget for social activities	2	X			X						
13. Budget for utilities	2							X			X
14. Budget for child care	1										X
15. Budget for educational needs	1										X
16. Budget for hobbies	1										X
17. Budget for small appliances	1							X			

DUTY Managing Money (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
18. Budget for work-related costs	1										X
19. Develop a savings plan	10	X	X	X	X	X	X	X	X	X	X
20. Provide adequate insurance coverage	9	X		X	X	X	X	X	X	X	X
21. Utilize comparative shopping methods	9	X	X	X	X	X	X		X	X	X
22. Balance a checkbook	8	X	X		X	X	X	X	X		X
23. Keep an accurate record of income and expenditures	8	X	X	X	X		X	X	X		X
24. Prepare and plan for taxes	8	X	X		X	X	X	X	X		X
25. Conserve energy and other natural resources in the home	7	X				X	X	X	X	X	X
26. Determine financial resources	7			X	X	X	X	X	X	X	
27. Implement developed budget	7	X	X		X	X	X		X	X	
28. Provide for punctual payment of bills	7		X	X	X	X			X	X	X
29. Provide opportunities for children to learn the value of money	7	X	X			X	X		X	X	X
30. Read and interpret warranties	7	X		X		X	X		X	X	X
31. Set priorities for expenditures	7	X	X		X	X	X			X	X
32. Analyze pros and cons of using credit	6		X	X	X	X			X	X	
33. Evaluate advertising	6	X	X			X			X	X	X
34. Utilize consumer resources	6	X		X	X	X	X		X		

DUTY Managing Money (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
35. Analyze sales	5		X		X				X	X	X
36. Compare quality, quantity and price	5		X		X	X			X	X	
37. Develop a salable skill	5					X	X	X	X		X
38. Establish personal credit rating	5	X			X		X		X	X	
39. Investigate credit options	5	X		X	X		X		X		
40. Plan for retirement	5	X		X			X	X	X		
41. Calculate unit pricing	4				X	X	X			X	
42. Control impulse buying	4	X	X			X				X	
43. Identify financial counseling services	4			X			X		X		X
44. Maintain a household filing system	4	X	X				X				X
45. Make and update a will	4			X		X	X	X			
46. Plan and conduct a garage sale	4		X				X		X		X
47. Read and interpret contracts before signing	4		X		X	X			X		
48. Utilize banking services	4			X		X	X			X	
49. Consider durability of product	3	X		X		X					
50. Consider practicality of purchase	3	X		X						X	
51. Consider whether to purchase name-brand goods	3				X				X	X	
52. Exercise consumer rights and protection	3			X	X				X		

DUTY Managing Money (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
53. Limit credit payments to available income	3					X	X	X			
54. Patronize reputable merchants	3				X				X	X	
55. Set aside contingency fund	3		X					X	X		
56. Take advantage of seasonal sales	3	X				X			X		
57. Use talents as resources	3						X		X	X	
58. Determine allowances for family members	2		X						X		
59. Determine whether to rent, buy or lease	2			X					X		
60. Find a job	2				X		X				
61. Manage checking account	2			X	X						
62. Preserve the environment	2	X							X		
63. Reconcile a bank statement	2			X					X		
64. Save coupons and use only for needs	2								X	X	
65. Utilize free and low cost services and products	2								X	X	
66. Acquire business math skills	1						X				
67. Allocate and manage financial resources	1			X							
68. Barter for goods and services	1									X	
69. Collect information about new products	1	X									

DUTY Managing Money (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
70. Consider safety of product	1		X								
71. Consider serviceability of product	1	X									
72. Determine financial support roles	1			X							
73. Determine rates of interest	1		X								
74. Determine usefulness of product	1	X									
75. Determine whether to declare joint or community ownership	1			X							
76. Develop a line of trade	1	X									
77. Evaluate depreciation factors	1			X							
78. Explore product substitutions to save money	1								X		
79. Identify and use consumer organizations	1								X		
80. Keep records of capital improvements to property	1						X				
81. Locate the true discount stores	1									X	
82. Pay for lay-away purchases	1										X
83. Pay for Native American ceremony costs	1										X
84. Prepare and update estate planning information sheet	1							X			
85. Recognize fair market value	1			X							
86. Select a mortuary	1									X	

DUTY Managing Money (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
87. Stock supplies to avoid emergency purchases	1										X
88. Support the family business	1	X									
89. Utilize small claims court	1								X		

DUTY Caring for and Improving Self

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Maintain personal hygiene and grooming	8	X	X		X		X	X	X	X	X
2. Show love and affection	8		X	X	X	X	X	X	X	X	
3. Admit mistakes and benefit from them	7	X	X		X		X	X	X		X
4. Continue education for self improvement	7	X	X		X		X	X	X		X
5. Develop personal interests and hobbies	7	X	X		X	X	X	X	X		
6. Develop positive outlook on life	7	X	X		X		X		X	X	X
7. Develop self discipline	7	X	X			X		X	X	X	X
8. Respect others rights and privacy	7	X	X		X	X		X	X	X	
9. Consider community service options	6			X	X	X	X		X		X
10. Develop assertiveness skills	6	X				X	X		X	X	X
11. Strive for excellence based on personal limitations	6	X			X		X		X	X	X
12. Try something new	6		X		X			X	X	X	X
13. Accept change	5	X	X					X	X	X	
14. Develop self confidence	5		X		X		X		X		X
15. Explore alternatives for personal development	5		X	X			X	X	X		
16. Keep up with current events	5				X	X			X	X	X
17. Accept constructive criticism	4	X	X						X	X	

DUTY Caring for and Improving Self (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
18. Accept responsibility for personal health care	4	X	X					X			X
19. Assess the need for personal development	4	X			X		X			X	
20. Develop patience and understanding	4		X			X			X		X
21. Develop social skills	4		X				X		X	X	
22. Empathize with others	4	X	X		X					X	
23. Fulfill civic responsibilities	4	X				X	X			X	
24. Identify and maintain proper weight	4		X						X	X	X
25. Identify and use community resources	4						X	X	X		X
26. Make decisions and accept responsibility for them	4				X	X			X	X	
27. Challenge oneself	3	X						X		X	
28. Conserve personal energy	3	X						X		X	
29. Cope with peer pressure	3		X				X		X		
30. Deal with physical, mental, legal, and financial stress	3				X			X		X	
31. Develop communication skills	3		X						X	X	
32. Develop creative expression	3				X				X	X	
33. Establish and maintain personal contacts	3		X	X			X				
34. Express emotions openly	3				X				X		X

DUTY Caring for and Improving Self (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
35. Identify and meet spiritual needs	3		X						X	X	
36. Make compromises	3		X					X		X	
37. Manage relationships with neighbors	3						X	X		X	
38. Pamper self	3							X	X		X
39. Practice honesty	3		X				X			X	
40. Share time and self with others	3	X							X	X	
41. Tend to personal and business correspondence	3		X				X	X			
42. Accept people as they are	2								X	X	
43. Acknowledge and develop sexuality	2						X		X		
44. Advise and counsel others	2	X									X
45. Carry personal identification at all times	2		X							X	
46. Convert complaints into constructive action	2					X				X	
47. Demonstrate enthusiasm	2				X				X		
48. Develop self-defense techniques	2						X		X		
49. Grow old graciously	2							X	X		
50. Handle pressures of solicitors	2		X						X		
51. Maintain a sense of humor	2					X			X		
52. Maintain individuality	2		X					X			
53. Make decisions about contraception	2						X				X

DUTY Caring for and Improving Self (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
54. Make personal estate plans	2							X	X		
55. Recycle items when possible	2		X							X	
56. Select personal entertainment	2			X						X	
57. Use telephone properly	2		X				X				
58. Be flexible	1									X	
59. Be willing to contribute to family income	1								X		
60. Communicate sexual needs to partner	1								X		
61. Control alcoholic intake	1										X
62. Develop Native American skills	1										X
63. Develop political awareness	1								X		
64. Enjoy sex	1										X
65. Exchange gifts that are not needed	1									X	
66. Identify and secure law enforcement services	1						X				
67. Maintain a wholesome attitude about work	1						X				
68. Make new friends	1							X			
69. Make use of tribal resources	1										X
70. Participate in preretirement planning	1							X			

DUTY Caring for and Improving Self (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
71. Plan personal recreational and social activities	1								X		
72. Share experiences with others in transition periods	1							X			
73. Trade resources	1									X	
74. Update homemaking skills through reading and workshops	1										X
75. Win or loose with dignity	1									X	

DUTY Caring for Family Members

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Encourage communication between family members	10	X	X	X	X	X	X	X	X	X	X
2. Encourage development of listening skills in family members	8	X	X		X	X	X	X	X	X	
3. Encourage development of positive self concept in others	8	X	X		X	X	X		X	X	X
4. Encourage development of talents and special interests	8	X	X	X			X	X	X	X	X
5. Encourage family members to set short and long term goals	8	X	X	X		X	X		X	X	X
6. Encourage spiritual growth of family members	8		X	X		X	X	X	X	X	X
7. Involve family members in decision making	8	X		X		X	X	X	X	X	X
8. Provide consistent and appropriate discipline for children	8	X	X	X		X	X		X	X	X
9. Acquaint children with family heritage	7	X	X			X	X		X	X	X
10. Provide substitute child care	7		X		X	X	X		X	X	X
11. Recognize special needs of individual family members	7	X	X	X		X	X		X		X
12. Encourage expression of feelings	6	X	X				X	X	X	X	
13. Encourage family togetherness	6		X			X		X	X	X	X
14. Maintain relationships with extended family	6		X	X		X	X		X		X
15. Provide for basic needs of family members	6	X		X	X		X			X	X

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
16. Teach manners and etiquette	6	X	X			X	X		X		X
17. Transport family to outside activities	6	X	X			X			X	X	X
18. Encourage development of social skills in family members	5		X			X	X		X		X
19. Establish a warm, harmonious home atmosphere	5	X	X			X				X	X
20. Maintain ongoing involvement with children's educational progress	5	X				X	X		X		X
21. Provide comprehensive sex education for family members	5	X				X	X		X	X	
22. Provide guidance in establishing values	5	X	X	X		X				X	
23. Recognize capabilities and potential of family members	5	X	X			X	X	X			
24. Set a good example for children	5		X			X	X		X	X	
25. Teach respect for rights of self and others	5				X	X	X		X	X	
26. Teach safety and emergency procedures to family	5					X	X		X	X	X
27. Be realistic in expectations	4	X					X		X	X	
28. Develop discipline approach	4	X	X			X	X				
29. Encourage self discipline in family members	4	X				X	X		X		
30. Meet sexual needs of spouse	4	X				X	X				X

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
31. Provide opportunities for children to develop responsibility and independence	4						X		X	X	X
32. Provide quality care for the elderly	4		X					X	X		X
33. Provide safe, educational, and fun play equipment	4						X		X	X	X
34. Recognize and deal with the exceptional child	4	X			X		X		X		
35. Take advantage of opportunities to discuss sex, religion and death	4		X				X		X	X	
36. Teach care of possessions and environment	4		X			X	X		X		
37. Teach children to care for themselves	4		X			X			X		X
38. Utilize family support resources	4	X							X	X	X
39. Be sensitive to communication cues	3		X				X		X		
40. Cooperate in marital partnership	3		X	X		X					
41. Determine family size	3	X		X					X		
42. Encourage development of trust in family members	3				X			X	X		
43. Encourage family to maintain contact with all age groups	3					X			X	X	
44. Establish and enforce household rules	3	X	X						X		
45. Explore educational alternatives of family members	3						X		X	X	

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
46. Guide children in selecting friends	3		X			X				X	
47. Monitor television watching of all family members	3					X	X	X			
48. Nurture an attitude of commitment	3					X	X			X	
49. Provide appropriate play and recreational areas	3					X			X		X
50. Provide a safe home environment	3	X	X				X				
51. Provide cultural and intellectual stimulation	3					X	X		X		
52. Provide drug education	3					X			X	X	
53. Provide for children's educational needs	3			X					X		X
54. Provide supplemental experiences to enrich formal education	3					X	X		X		
55. Resolve conflicts within family	3		X			X				X	
56. Set expected standards for behavior	3		X				X		X		
57. Support educational goals of family	3				X	X				X	
58. Teach family homemaking and life skills	3		X				X				X
59. Teach oral and personal hygiene	3	X					X		X		
60. Transmit cultural traditions to family members	3	X								X	X
61. Acknowledge individual accomplishments	2						X		X		

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
62. Assist in grooming and hygiene of family members	2									X	X
63. Be constructively involved in the school system	2					X	X				
64. Deal with sibling rivalry	2		X				X				
65. Encourage appropriate respect for authority	2					X	X				
66. Encourage creative curiosity and expression	2					X			X		
67. Encourage development of a second language	2								X		X
68. Encourage development of fine and gross motor skills in children	2		X						X		
69. Encourage family physical fitness activities	2					X	X				
70. Encourage family weight control	2									X	X
71. Encourage good citizenship in family members	2	X					X				
72. Give positive reinforcement	2						X			X	
73. Help children to deal with peer pressure	2						X		X		
74. Introduce children to restaurant eating	2		X								X
75. Make decisions regarding marital status	2			X	X						
76. Participate in activities of family members	2								X	X	

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
77. Plan for changes in family structure	2							X	X		
78. Take interest in friends of family members	2		X							X	
79. Teach children about community helpers	2		X						X		
80. Teach children to accept care from others	2					X			X		
81. Teach children to accept responsibility for actions	2					X	X				
82. Teach the value of honesty	2						X		X		
83. Apply for social security card at children's birth	1						X				
84. Avoid intereference in lives of adult children	1							X			
85. Avoid sex role stereotyping	1								X		
86. Care for infants and small children	1					X					
87. Communicate the right to say no	1						X				
88. Consider impact of occupational choice on family	1			X							
89. Cultivate relationships with spouses of children	1							X			
90. Develop rapport with grandchildren	1							X			
91. Encourage development of assertiveness skills in children	1						X				
92. Encourage development of the five senses	1								X		

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN	
93. Encourage the development of common sense	1									X		
94. Ensure adequate rest for family members	1							X				
95. Establish authority figure(s) in the household	1									X		
96. Explore religious facilities and programs	1								X			
97. Fantasize with children	1								X			
98. Give children birth and medical records at adulthood	1							X				
99. Help children develop good study habits	1						X					
100. Help children to develop a positive attitude toward school	1						X					
101. Help develop concentration ability in children	1						X					
102. Help spouse adapt to changes	1							X				
103. Identify services for the elderly	1								X			
104. Investigate legal procedures for custody when necessary	1							X				
105. Make activities educational and fun	1								X			
106. Prepare children for school	1		X									
107. Project a positive family image	1									X		
108. Provide opportunity to obtain vocational training	1					X						

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
109. Provide proper supervision of children	1					X					
110. Provide sex role model for children	1						X				
111. Recognize and teach the impact of nutrition on health	1									X	
112. Recognize parental responsibility	1			X							
113. Select a mate	1			X							
114. Share child care responsibilities with spouse	1			X							
115. Support careers of family members	1								X		
116. Teach children about alternative life styles	1					X					
117. Teach children precautions for personal security	1						X				
118. Teach children to cherish and respect friendship	1									X	
119. Teach children to deal with individual differences	1						X				
120. Teach children to respect the importance of time	1						X				
121. Teach children to understand sexuality	1						X				
122. Teach concept of "sail, trail, fail"	1						X				
123. Teach cooperation	1								X		

DUTY Caring for Family Members (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
124. Teach driving skills	1										X
125. Teach family to accept constructive criticism	1								X		
126. Teach family to analyze new ideas	1		X								
127. Teach sharing	1								X		
128. Teach Native American skills	1										X

DUTY Meeting Nutritional Needs

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Store food appropriately	10	X	X	X	X	X	X	X	X	X	X
2. Utilize leftovers in meal planning	10	X	X	X	X	X	X	X	X	X	X
3. Consider preparation time in meal planning	9	X	X		X	X	X	X	X	X	X
4. Read food labels for content, weight and freshness	8		X	X	X	X	X		X	X	X
5. Utilize recipes and cookbooks	8	X	X	X	X	X	X	X		X	
6. Determine appropriate food quantity	7		X		X	X	X	X	X		X
7. Identify nutritional values of food	7	X	X	X		X			X	X	X
8. Keep an ongoing shopping list of groceries	7	X	X		X	X	X			X	X
9. Serve attractive and palatable meals	7	X	X	X	X	X			X	X	
10. Plan and prepare nutritious snacks	6		X				X	X	X	X	X
11. Plan meals according to likes and dislikes of family members	6		X		X	X	X			X	X
12. Prepare foods according to a variety of methods	6				X	X	X	X	X	X	
13. Prepare meals to meet allergy and dietary needs	6			X		X	X		X	X	X
14. Select, use and care for kitchen utensils	6			X	X		X		X	X	X
15. Utilize regional and seasonal foods	6			X	X	X			X	X	X

DUTY Meeting Nutritional Needs (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
16. Conserve energy in food preparation	5	X	X					X	X	X	
17. Determine nutritional needs of family members	5	X	X	X	X		X				
18. Evaluate cost and nutritional value of convenience and junk foods	5					X	X		X	X	X
19. Prepare appetizing portable meals	5		X		X	X	X				X
20. Select a restaurant	5	X		X	X					X	X
21. Set an attractive table	5		X					X	X	X	X
22. Determine feasibility of quantity food purchases	4			X		X		X	X		
23. Determine method of food service	4				X			X	X		X
24. Determine whether to grow own foodstuffs	4			X		X	X			X	
25. Identify characteristics of fresh food	4		X						X	X	X
26. Organize kitchen storage	4		X			X	X		X		
27. Prepare food to maintain nutritional value	4	X		X					X		X
28. Provide variety in meal planning	4		X		X				X	X	
29. Purcahse groceries, personal and household items	4	X				X		X			X
30. Collect helpful hints about foods and nutrition	3		X				X			X	
31. Include ethnic foods in meal planning	3					X			X		X

DUTY Meeting Nutritional Needs (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
32. Maintain food staples and spices	3				X		X	X			
33. Modify and substitute in recipes	3			X		X				X	
34. Prepare food to limit waste	3					X			X		X
35. Select a grocery store	3			X			X			X	
36. Apply outdoor cooking techniques	2				X		X				
37. Avoid shopping for groceries when hungry	2		X							X	
38. Be creative in using available foods to prepare meals quickly	2									X	X
39. Cook cheaper cuts of meat	2		X							X	
40. Cut and identify meats, fowl and fish	2		X			X					
41. Determine shelf-life of foods	2				X		X				
42. Determine whether to use fresh, frozen or canned foods	2				X			X			
43. Dispose of food waste	2					X	X				
44. Label and date food for storage	2		X							X	
45. Operate kitchen appliances	2				X			X			
46. Practice proper mealtime etiquette	2				X				X		
47. Prepare food for different age groups	2		X							X	
48. Prepare food for storage	2		X				X				
49. Prepare special holiday foods	2		X								X
50. Recognize food spoilage	2		X							X	

DUTY Meeting Nutritional Needs (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP											
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN		
51. Select, prepare, and serve beverages	2						X	X					
52. Stretch food for unexpected guests	2						X				X		
53. Strive to maintain a pleasant eating atmosphere	2								X	X			
54. Adapt meal time to family schedule	1		X										
55. Adjust recipes for high altitude cookery	1							X					
56. Apply mathematical skills in the kitchen	1						X						
57. Be familiar with potentially harmful food additives	1			X									
58. Consider weather in meal planning	1		X										
59. Control children in grocery store	1		X										
60. Determine the use of fast food outlets	1					X							
61. Identify protein sources and components	1			X									
62. Improvise food preparation utensils	1									X			
63. Include family in planning and preparing meals	1									X			
64. Introduce new foods	1									X			
65. Organize refrigerator	1		X										

DUTY Meeting Nutritional Needs (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN	
66. Plan simple and economical meals for large numbers	1									X		
67. Prepare desserts and bakery goods	1							X				
68. Prepare wild game	1		X									
69. Process dairy products	1		X									
70. Season foods according to taste	1								X			
71. Select appropriate cuts of meat	1		X									
72. Select custom food processors	1			X								
73. Serve compatible foods	1				X							
74. Serve food at appropriate temperatures	1									X		
75. Thaw foods to prevent food poisoning	1		X									
76. Utilize generic labeled products	1									X		

DUTY Providing for Family Health and Safety

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Maintain family physical fitness by diet, rest and exercise	10	X	X	X	X	X	X	X	X	X	X
2. Apply first-aid techniques	9	X	X	X		X	X	X	X	X	X
3. Encourage personal and oral hygiene in family members	8		X	X	X	X		X	X	X	X
4. Keep first-aid and medical supplies on hand	8	X		X	X	X		X	X	X	X
5. Provide for preventative medical/ dental needs	8			X	X	X	X	X	X	X	X
6. Select health personnel and facilities	8		X	X	X	X	X		X	X	X
7. Select legal services	8	X		X	X		X	X	X	X	X
8. Equip home with smoke alarms and fire extinguishers	7	X	X	X				X	X	X	X
9. Maintain up-to-date family medical records	7	X		X		X	X	X	X		X
10. Provide ready access to emergency telephone numbers	7	X	X	X	X			X	X	X	
11. Obtain regular medical check-ups	6			X	X			X	X	X	X
12. Organize and conduct emergency evacuation drills	6		X	X		X	X	X			X
13. Store potentially dangerous items safely	6	X		X			X		X	X	X
14. Determine and obtain home safety needs	5				X		X	X		X	X
15. Develop good eating habits in family members	5		X	X	X					X	X

DUTY Providing for Family Health and Safety (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
16. Establish household security procedures	5				X		X	X	X	X	
17. Obtain dental care	5				X	X			X	X	X
18. Recognize symptoms of illnesses	5	X	X	X			X		X		
19. Use safely prescription and non-prescription drugs	5			X	X	X			X		X
20. Apply basic outdoor survival techniques	4		X	X					X	X	
21. Communicate emotional and physical problems of family members to others	4			X					X	X	X
22. Determine when to seek professional help for medical and dental needs	4					X	X		X		X
23. Encourage positive mental attitude	4					X		X	X	X	
24. Identify and secure emergency services	4	X					X	X		X	
25. Provide for diets and special health needs of family	4			X	X					X	X
26. Secure appropriate vaccinations and immunizations for family members	4		X			X	X		X		
27. Try to remain calm in emergency situations	4	X	X					X		X	
28. Cope with mental crises	3	X						X	X		
29. Deal with allergies	3				X			X	X		
30. Establish safety rules and regulations in the home	3			X	X		X				

DUTY Providing for Family Health and Safety (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
31. Implement fire arm safety	3			X		X		X			
32. Keep poison antidotes readily available	3		X				X		X		
33. Prepare family for natural and nuclear disaster	3	X	X			X					
34. Provide home nursing	3	X				X		X			
35. Recognize hazards of drugs, smoking and alcohol	3			X						X	X
36. Recognize mental and emotional disturbances in family members	3		X	X			X				
37. Recognize symptoms of drug abuse	3			X			X				X
38. Educate family about dangers of strangers and animals	2		X			X					
39. Inform others about modes of travel	2		X							X	
40. Keep car keys readily available	2							X			X
41. Obtain optical care	2				X						X
42. Prepare family members to accept medical crisis	2					X			X		
43. Promote fire safety	2					X	X				
44. Protect self in case of attack	2		X					X			
45. Shut off household utilities in case of emergencies	2		X								X
46. Teach children to use phone in emergencies	2		X				X				

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DUTY Providing for Family Health and Safety (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
47. Utilize home remedies for routine illness	2								X		X
48. Wear medical alerts when prescribed	2							X		X	
49. Arrange for substitute child care in case of emergency	1	X									
50. Believe in Native American medical customs	1										X
51. Communicate with doctor about medical concerns	1									X	
52. Discuss openly health issues	1									X	
53. Establish good grooming habits for family	1			X							
54. Follow doctor's orders	1										X
55. Identify signs and take appropriate action for child abuse	1						X				
56. Identify symptoms of sexual abuse	1						X				
57. Identify symptoms of various handicaps	1	X									
58. Improvise first-aid equipment and supplies	1	X									
59. Keep emergency cash on hand	1	X									
60. Leave numbers for contact in case of emergency when away from home	1									X	
61. Mark identification numbers on valuables	1							X			

DUTY Providing for Family Health and Safety (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
62. Note hotline and crisis centers	1								X		
63. Observe official weather warnings	1							X			
64. Practice kitchen safety	1						X				
65. Practice self examination for danger signals	1									X	
66. Prepare for emergency child birth	1		X								
67. Prepare for power outages	1		X								
68. Promote electrical safety	1					X					
69. Promote good health habits	1			X							
70. Promote safe operation of equipment and appliances	1					X					
71. Promote safety in use of recreational equipment	1					X					
72. Provide swimming instruction for family members	1			X							
73. Read and interpret medical release and consent forms	1								X		
74. Recognize and handle seizures	1		X								
75. Recognize symptoms of food poisoning	1		X								
76. Recognize type of fire	1		X								
77. Select a drug store	1									X	
78. Treat the first sign of an illness	1									X	

DUTY Providing for Housing

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Make arrangements for utilities and monitor usage	6		X	X	X	X	X				X
2. Select living quarters to meet needs	6		X	X	X	X	X			X	
3. Determine housing location	5			X	X	X	X			X	
4. Determine whether to rent, build, buy or lease a home	3			X	X	X					
5. Provide adequate homeowner's insurance	3			X			X			X	
6. Consider floor plan when selecting home	2			X		X					
7. Decide portion of income to spend for housing	2			X		X					
8. Evaluate construction of house	2			X		X					
9. Gather information regarding leases, rental agreements and contracts	2					X	X				
10. Investigate property zoning, covenants and easements	2			X					X		
11. Acquire clear title to property	1			X							
12. Allow time for cleaning residence before vacating	1		X								
13. Arrange for storage of furnishings not in use	1		X								
14. Cancel home deliveries before vacations or moves	1		X								
15. Check drainage of property	1									X	

DUTY Providing for Housing (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
16. Consider maintenance and repair needs of real estate	1			X							
17. Consider moving costs	1		X								
18. Consider need for and use of support buildings	1			X							
19. Consider safety factors in housing selection	1			X							
20. Decide on site size for home	1			X							
21. Decide on special household features	1			X							
22. Determine property boundaries	1			X							
23. Determine types and amount of financing available for housing	1			X							
24. Dispose of perishable foods before moving	1		X								
25. Inform post office of change of address	1		X								
26. Investigate interstate and international commerce laws when planning move	1		X								
27. Investigate tenant's rights	1								X		
28. Locate boxes for packing	1		X								
29. Obtain help for moving when needed	1		X								
30. Organize and label packing boxes according to content	1		X								

DUTY Providing for Housing (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
31. Pack to prevent damage when moving	1		X								
32. Plan care for children during move	1		X								
33. Plan for moving appliances	1		X								
34. Plan for moving mobile home and machinery	1		X								
35. Prepare dwelling for habitation	1						X				
36. Provide duplicate keys for property	1								X		
37. Provide transportation for moving household goods	1		X								
38. Select age and style of housing	1			X							
39. Select reputable real estate brokers	1									X	

DUTY Providing and Caring for Clothing and Textile Products

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Provide and care for bedding and linens	9	X		X	X	X	X	X	X	X	X
2. Mend and repair clothing	8	X	X	X	X	X	X	X			X
3. Determine clothing needs for family members	7	X	X	X	X	X	X	X			
4. Launder clothing according to fabric characteristics	7	X	X	X		X	X	X			X
5. Provide proper storage for clothes	7	X		X	X	X	X	X	X		
6. Select appropriate size of clothing	7	X	X		X	X	X	X			X
7. Select complimentary styles and colors	7	X	X		X	X	X	X			X
8. Alter clothing to fit each family member	6	X	X			X	X	X			X
9. Evaluate quality of clothing construction	6		X	X		X	X	X			X
10. Identify fabrics and characteristics	6		X	X		X	X	X			X
11. Iron clothing when needed	6	X	X		X	X		X			X
12. Use basic sewing skills	6	X	X			X	X	X			X
13. Choose appropriate and durable shoes and accessories	5	X				X	X	X			X
14. Compare advantages of ready-made and home-constructed garments	5		X	X			X		X		X
15. Select coordinated wardrobe items	5		X	X			X	X	X		
16. Care for clothing accessories	4						X	X		X	X

DUTY Providing and Caring for Clothing and Textile Products (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
17. Construct clothing	4	X					X	X			X
18. Determine dry cleaning needs	4				X			X	X	X	
19. Recycle fabrics and clothes	4		X	X							
20. Care for and operate sewing machine	3	X	X			X					
21. Choose appropriate dress for all occasions	3	X	X		X						
22. Dry clothes according to fabric characteristics	3	X	X			X					
23. Keep up-to-date with fashion trends	3			X				X			X
24. Lay out and cut pattern	3					X		X			X
25. Plan for seasonal clothing needs	3							X		X	X
26. Provide seasonal storage of clothing	3						X	X			X
27. Recognize family's sensitivity to fabrics and cleaning agents	3		X					X			X
28. Select clothing according to individual preferences	3				X	X	X				
29. Sort clothes for laundering	3	X	X				X				
30. Take advantage of sales and seasonal savings	3					X		X			X
31. Use cleaning agents and equipment safely	3		X				X				X
32. Evaluate suitability and safety of clothing	2			X			X				

DUTY Providing and Caring for Clothing and Textile Products (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
33. Identify and remove stains from clothing	2		X				X				
34. Make proper disposition of unused garments	2					X	X				
35. Provide for recreational and special occasion clothes	2						X	X			
36. Recycle notions from old garments	2		X				X				
37. Select appropriate undergarments	2							X			X
38. Select pattern, fabric and notions	2		X								X
39. Select reputable clothing outlets	2			X			X				
40. Utilize a clothesline	2		X				X				
41. Wash fabric and notions before construction or alteration	2						X				X
42. Apply appropriate dyeing techniques	1						X				
43. Apply name labels to clothing when necessary	1		X								
44. Care for woolens	1										X
45. Clean clothes before seasonal storage	1									X	
46. Consider ecological concerns when selecting cleaning agents	1						X				
47. Consider skills, energy and time necessary for garment construction	1						X				

DUTY Providing and Caring for Clothing and Textile Products (Continued)

TASK		NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
			RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
48.	Handwash clothing	1		X								
49.	Press the fabric before cutting	1										X
50.	Provide, care for and store Native American clothing	1										X
51.	Recognize cost of clothing care	1		X								
52.	Reinforce buttons immediately after purchase	1									X	
53.	Replenish clothing supply	1					X					
54.	Select clothing care equipment	1						X				
55.	Select garments to meet occupational requirements	1						X				
56.	Select, use and care for sewing tools	1						X				
57.	Select versatile clothing	1								X		
58.	Shop for laundromat and cleaners	1									X	
59.	Straighten the fabric grain before cutting	1										X
60.	Use handwork talents to supplement clothing needs-knit, crochet, etc.	1		X								
61.	Utilize hand-me-downs	1		X								
62.	Utilize fabric scraps	1		X								
63.	Weigh value of sun bleaching vs. chemical bleaching	1					X					

DUTY Managing Time

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Set priorities for use of time	9	X	X	X	X	X	X		X	X	X
2. Develop flexibility in time usage	8	X	X		X	X	X	X	X		X
3. Set aside time for self	8	X	X		X	X	X	X	X		X
4. Balance family time for work, rest and leisure	7				X	X	X	X	X	X	X
5. Coordinate activities of family members	6	X				X	X	X	X	X	X
6. Develop schedule of routine tasks	6	X		X		X		X	X		X
7. Keep a calendar of activities	6			X	X	X		X	X		X
8. Plan ahead for efficient use of time	6				X	X	X	X	X	X	
9. Determine time needed for completion of goals	5				X	X		X	X	X	
10. Make a list and mark off tasks as completed	4					X		X		X	X
11. Set aside time for vacation	4					X		X	X		X
12. Plan time alone with spouse	3							X	X		X
13. Set aside time for commitments outside home	3							X		X	X
14. Use leisure time wisely	3						X	X		X	
15. Be punctual	2								X		X
16. Allow time for holiday entertaining	1		X								
17. Allow time for social activities	1				X						

DUTY Managing Time (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
18. Allow time to maintain recreational equipment	1					X					
19. Budget time for charitable donations	1					X					
20. Budget time for memberships in organizations	1					X					
21. Consider use of time-saving devices	1						X				
22. Continually evaluate worth of activities	1					X					
23. Delegate responsibilities for efficient time usage	1					X					
24. Develop a respect for importance of time	1						X				
25. Eliminate interruptions that can be controlled	1							X			
26. Establish dollar value of personal time	1						X				
27. Honor deadlines	1						X				
28. Make use of small blocks of time	1						X				
29. Provide time for professional commitments	1					X					
30. Set aside time for budget making	1						X				
31. Set aside time for paying bills	1						X				
32. Simplify work actions whenever possible	1							X			

DUTY Cleaning and Maintaining Home

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Clean floors and coverings	10	X	X	X	X	X	X	X	X	X	X
2. Clean windows and glass surfaces	10	X	X	X	X	X	X	X	X	X	X
3. Dispose of trash and garbage	10	X	X	X	X	X	X	X	X	X	X
4. Dust furniture and accessories	10	X	X	X	X	X	X	X	X	X	X
5. Clean and maintain appliances	9	X	X		X	X	X	X	X	X	X
6. Control insects and rodents	9	X	X	X	X	X	X		X	X	X
7. Wash and store dishes and cooking utensils	9	X	X		X	X	X	X	X	X	X
8. Care for house plants	8	X	X	X			X	X	X	X	X
9. Care for wall and ceiling surfaces	8	X	X		X	X	X		X	X	X
10. Make and change beds	8	X		X	X	X	X	X	X	X	
11. Care for and repair furniture	7	X		X	X	X		X	X		X
12. Clean and maintain climate control units	7		X			X	X	X	X	X	X
13. Clean kitchen cabinets and counters	7	X		X			X	X	X	X	X
14. Organize storage areas	7	X	X		X	X			X	X	X
15. Perform minor electrical repair	7		X	X	X		X	X	X		X
16. Perform minor plumbing repairs	7		X	X	X		X	X	X		X
17. Select and apply paints, stains and varnishes	7	X	X		X		X	X	X		X
18. Select and use cleaning and maintenance equipment, tools and supplies	7	X	X	X	X	X	X				X

DUTY Cleaning and Maintaining Home (Continued)

TASK		NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
			RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
19.	Share cleaning and maintenance responsibilities with other family members	7	X	X	X	X		X		X	X	
20.	Develop a household cleaning schedule	6			X	X	X	X	X		X	
21.	Disinfect the home	6	X	X		X	X				X	X
22.	Eliminate safety hazards in the home	6	X	X			X	X		X	X	
23.	Care for window coverings	5	X	X				X	X		X	
24.	Clean the bathroom	5	X			X		X	X			X
25.	Conduct preventative maintenance in the home	5	X		X		X	X			X	
26.	Dispose of unused household items	5	X	X			X				X	X
27.	Do seasonal cleaning	5		X					X	X	X	X
28.	Keep things picked up	5	X		X		X			X	X	
29.	Maintain fences and outbuildings	5		X			X		X	X	X	
30.	Obtain professional cleaning and exterminating services when necessary	5			X	X	X	X			X	
31.	Perform minor carpentry tasks	5	X			X	X		X	X		
32.	Care for driveways, walks, and patio	4		X			X		X	X		
33.	Clean garage and outbuildings	4				X	X		X	X		
34.	Provide proper upholstery care	4		X		X		X			X	
35.	Winterize home	4		X		X				X		X

DUTY Cleaning and Maintaining Home (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
36. Care for silver, china, and crystal	3	X	X							X	
37. Clean and repair light fixtures	3	X	X			X					
38. Perform minor repair of interior and exterior surfaces	3	X				X		X			
39. Obtain professional services for major home improvements	2						X		X		
40. Polish metal surfaces	2		X				X				
41. Provide sufficient appropriate trash recepticals	2								X	X	
42. Select repair services	2									X	X
43. Store cleaning equipment	2	X								X	
44. Clean and use fireplaces properly	1		X								
45. Clean basement and attic	1					X					
46. Clean trash recepticals	1								X		
47. Collect helpful hints for cleaning and maintenance	1									X	
48. Drain water heater periodically	1									X	
49. Keep drain and disposal clean and clear	1									X	
50. Gather and split fire wood	1										X
51. Label all containers	1									X	
52. Maintain consumable supplies	1					X					
53. Maintain water and sewer systems	1							X			

DUTY Cleaning and Maintaining Home (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
54. Mend household fabrics	1		X								
55. Perform basic mechanical skills	1	X									
56. Protect water lines from freezing	1							X			
57. Put red pepper in trash bags to keep animals out	1									X	
58. Sanitize food preparation area	1	X									
59. Select a hardware store	1									X	
60. Set up a maintenance schedule	1									X	
61. Shovel snow	1				X						
62. Stick to chore until completion	1									X	
63. Store fire wood properly	1		X								
64. Take pride in home appearance	1									X	
65. Turn mattresses and air bedding	1		X								

DUTY Providing Transportation

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Provide for regular vehicle maintenance	9		X	X	X	X	X	X	X	X	X
2. Decide what form of transportation to use	8		X	X	X	X	X		X	X	X
3. Obtain yearly vehicle inspection	7		X		X	X		X	X	X	X
4. Clean vehicle inside and out	6				X		X	X	X	X	X
5. Observe safety procedures when transporting	6					X	X	X	X	X	X
6. Provide adequate insurance coverage for vehicle	6				X	X	X	X		X	X
7. Select proper fuel and lubricants for vehicle	6		X		X		X	X		X	X
8. Change tires of vehicle	5		X				X	X		X	X
9. Equip vehicle for possible emergency	5		X		X		X	X		X	
10. Perform minor auto maintenance	5		X	X	X	X			X		
11. Select vehicle to meet budget	5			X	X	X	X				X
12. Abide by traffic safety laws	4		X		X					X	X
13. Check oil, antifreeze and tire pressure of vehicle	4		X				X	X			X
14. Drive a vehicle	4					X			X	X	X
15. Select maintenance and repair services	4					X	X	X		X	
16. Jumpstart or pushstart a vehicle	3		X				X				X

DUTY Providing Transportation (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
17. Make arrangements for bus, train and airline travel	3	X								X	X
18. Make necessary lodging reservations	3		X		X					X	
19. Carry repair tools in vehicle	2						X				X
20. Check brake, transmission and windshield washer fluid	2						X				X
21. Determine travel time	2				X					X	
22. Follow vehicle owner's manual	2						X	X			
23. Identify mechanical problems of vehicle	2						X	X			
24. Keep log of mileage and expenditures when traveling	2				X			X			
25. Operate farm vehicles and machinery	2	X	X								
26. Pack clothing and equipment for traveling	2		X		X						
27. Select reputable car dealer	2			X						X	
28. Use road maps to arrive at destination	2				X					X	
29. Apply vehicle security procedures	1						X				
30. Approximate cost of maintenance and repairs	1						X				
31. Avoid mixing drinking and driving	1									X	
32. Carry road service to meet individual needs	1							X			

DUTY Providing Transportation (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
33. Check and replace air and gas filters	1						X				
34. Check and clean battery and cables	1						X				
35. Check fan belts, lights, and safety devices	1						X				
36. Check weather and road conditions	1				X						
37. Consider energy conservation and pollution when making transportation decisions	1					X					
38. Consider weight limitations when flying	1		X								
39. Consult available resources before purchasing vehicle	1						X				
40. Cope with lack of transportation	1									X	
41. Decide whether to buy or lease vehicle	1			X							
42. Determine special transportation needs of family members	1					X					
43. Determine whether to repair or replace vehicle	1					X					
44. Evaluate advantages of new vs. used vehicles	1			X							
45. Evaluate condition of used vehicle	1			X							
46. Identify pros and cons of hitchhiking	1		X								
47. Insist on written cost estimate for repairs	1						X				

DUTY Providing Transportation (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
48. Keep insurance information and registration papers in vehicle	1										X
49. Keep spare tire in good condition	1										X
50. Make arrangements for transportation to school	1										X
51. Obtain necessary travel documents	1		X								
52. Operate vehicle safely under varying conditions	1						X				
53. Plan storage space for travel	1				X						
54. Recognize geographic landmarks	1									X	
55. Renew driver's license when necessary	1							X			
56. Secure, use and maintain repair equipment	1						X				
57. Use community transportation services	1										X
58. Use recreational vehicles for practical and emergency purposes	1		X								
59. Use tire chains	1										X
60. Winterize vehicle	1							X			

DUTY Planning for Social Events and Entertaining

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Plan food for entertaining	7	X	X		X	X	X	X		X	
2. Plan recreational activities of family	4			X		X			X		X
3. Prepare food and beverage for entertaining	4		X		X	X		X			
4. Prepare house for guests	4	X	X		X			X			
5. Shop for entertainment needs	4	X	X				X	X			
6. Celebrate special occasions	3							X	X		X
7. Determine type of entertaiment for occasion	3	X	X		X						
8. Determine type of occasion and theme when entertaining	3	X	X					X			
9. Plan seating arrangement for entertaining	3	X			X			X			
10. Consider guest's dietary and health needs	2	X	X								
11. Decorate home for special occasions	2		X					X			
12. Determine beverage needs for entertaining	2		X		X						
13. Develop a social calendar	2	X			X						
14. Entertain guests outside the home	2		X					X			
15. Obtain additional help for entertaining when needed	2	X	X								
16. Obtain addditional table and serving accessories for entertaining	2		X		X						

DUTY Planning for Social Events and Entertaining (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
17. Plan for cleanup	2				X			X			
18. Practice appropriate etiquette when entertaining	2	X			X						
19. Accept responsibility for entertaining business associates	1							X			
20. Acknowledge invitations	1							X			
21. Arrange for additional guest parking if necessary	1		X								
22. Arrange overnight accommodations for guests	1		X								
23. Be flexible when entertaining	1	X									
24. Consider space limitations when entertaining	1				X						
25. Cope with social events	1	X									
26. Delegate responsibilities for entertaining	1	X									
27. Determine procedure for food service when entertaining	1		X								
28. Explore cultural facilities and programs	1								X		
29. Explore religious facilities and programs	1								X		
30. Invite guests	1		X								
31. Mix drinks for the occasion	1				X						
32. Obtain additional furnishings when necessary for entertaining	1	X									

DUTY Planning for Social Events and Entertaining (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
33. Organize activities with friends	1							X			
34. Plan a guest list for entertaining	1		X								
35. Plan and organize a social event	1								X		
36. Plan recreational and social activities with partner	1								X		
37. Prepare a place for guest's coats	1		X								
38. Provide child care for guest's children	1		X								
39. Provide transportation for guests when necessary	1		X								
40. Recognize interests of guests	1				X						
41. Show concern and provide assistance to friends	1							X			
42. Take precautions for guest's safety	1				X						
43. Utilize public recreational facilities	1								X		

DUTY Providing and Maintaining Yard and Garden

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Implement landscape plan	7	X		X		X	X		X	X	X
2. Plan landscape and garden	7	X		X		X	X	X	X		X
3. Use, store and care for yard and garden equipment	7	X	X		X	X	X	X	X		
4. Identify and control weeds	6	X	X		X			X		X	X
5. Maintain lawn mower	6	X	X		X			X		X	X
6. Mow and trim lawn	6	X	X		X			X		X	X
7. Prepare and apply appropriate fertilizer and insecticides	5	X	X	X	X			X			
8. Prune trees and shrubs	5	X	X		X			X		X	
9. Water plants and lawn appropriately and conservatively	5	X	X		X			X	X		
10. Dispose of outdoor trash	4		X					X	X	X	
11. Harvest fruits and vegetables	4	X		X				X			X
12. Prepare soil for planting	4	X	X					X			X
13. Select appropriate seeds and plants	4	X	X					X			X
14. Determine landscape and garden needs	2			X					X		
15. Protect plants against weather and rodents	2	X	X								
16. Rake leaves and grass	2				X			X			
17. Conserve water when watering yard and garden	1	X									
18. Have soil analyzed	1							X			

DUTY Providing and Maintaining Yard and Garden (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP										
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
19. Plant and store bulbs	1	X									
20. Recognize health and medicinal uses of plants	1		X								
21. Recognize poisonous plants	1		X								
22. Use plant references	1		X								

DUTY Caring for Pets

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Provide water and other nutritional needs for pets	7		X	X	X		X	X		X	X
2. Clean up after pet	4		X		X			X		X	
3. Provide for health needs of animals	4				X	X		X			X
4. Groom and bathe pets	3		X		X			X			
5. Show love and affection to pets	3		X		X			X			
6. Decide whether to neuter or spay pet	2				X			X			
7. Discourage pet abuse	2		X					X			
8. Exercise pet	2				X			X			
9. Obtain license and tags for pets	2				X			X			
10. Plan for travel needs of pets	2		X		X						
11. Provide necessary vaccinations for animals	2				X			X			
12. Provide appropriate shelter for pets	2		X		X						
13. Arrange substitute care for pets	1				X						
14. Assume liability for pets	1				X						
15. Consider cost of pet care	1				X						
16. Determine whereabouts of pets	1				X						
17. Make decisions regarding breeding of animals	1				X						
18. Make wise pet selection	1							X			

DUTY Caring for Pets (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
19. Note pet control procedures	1								X		
20. Post warnings for dangerous animals	1							X			
21. Provide emergency first-aid for animals	1		X								
22. Provide necessary accessories for pets	1				X						
23. Supervise birth of animals	1		X								
24. Train pets and teach obedience	1				X						

DUTY Furnishing and Decorating the Home

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
1. Restore, refinish and recycle furniture	7	X	X		X		X		X	X	X
2. Arrange furniture in an attractive and functional manner	6	X	X		X	X	X		X		
3. Determine furniture needs	6	X	X	X	X	X	X				
4. Apply principles of color, texture and design in home decorating	5	X	X			X			X		X
5. Develop a plan for interior design	5	X		X	X	X					X
6. Evaluate quality when purchasing household goods	5		X	X		X	X				X
7. Use do-it-yourself skills when possible	4	X				X	X			X	
8. Determine type of appliances/services for individual lifestyle	3		X				X			X	
9. Explore options for wall and window coverings	3		X			X			X		
10. Express self in home decor	3	X				X			X		
11. Hang draperies and decorative accessories	3		X			X					X
12. Insure proper lighting (indoor and outdoor) and ventilation	3					X				X	X
13. Make maximum use of space in the home	3	X				X			X		
14. Purchase home furnishings	3	X		X							X
15. Recognize options for home furnishings and be able to improvise	3	X				X					X

DUTY Furnishing and Decorating the Home (Continued)

TASK	NUMBER OF SUBGROUPS	HOMEMAKER SUBGROUP									
		RURAL	LOW INCOME	MALE	SINGLE-BEFORE	COUPLE-DURING	SINGLE-DURING	AFTER CHILDREN	HISPANIC	BLACK	NATIVE AMERICAN
16. Coordinate accessories with room decor	2		X						X		
17. Set priorities for acquisition of furnishings and accessories	2	X				X					
18. Arrange for personal areas for each family member	1						X				
19. Choose comfortable furniture	1					X					
20. Consider family's preferences when selecting furnishings	1		X								
21. Consider space available when purchasing furnishings	1		X								
22. Determine when professional help is needed for home decorating	1					X					
23. Evaluate advantages of do-it-yourself projects	1					X					
24. Identify properties and uses of decorating materials and fabrics	1					X					
25. Select appropriate floor coverings	1		X								
26. Select appropriate light fixtures	1		X								

FORM NUMBER_____

COLORADO HOMEMAKER TASK ANALYSIS

Compiled by
Phyllis Abt

United States Office of Education Program Code 09.0101

Curriculum Materials Service
Department of Vocational Education
Colorado State University
Fort Collins, Colorado

in cooperation with

Occupational Education Division
State Board for Community Colleges and Occupational Education
1525 Sherman Street
Denver, Colorado

May 1, 1978

APPENDIX I

DIRECTIONS

The State Board for Community Colleges and Occupational Education is soliciting your help in collecting information about tasks that are performed in the home. With the data provided by you and other Colorado homemakers we hope to provide our vocational educators interested in consumer and homemaking programs with a sound basis for developing curricula and curriculum materials. These, in turn, will provide the learner's who participate in those programs to be successful in the occupation of homemaking.

To help us in obtaining the data we require, you are asked:

(1) To listen as the interviewer reads the task statements. Respond to each task by providing the following information.

a) Frequency of Task Performance

1	2	3	4	5	6
1 or more times a day	1 or more times a week	2-3 times a month	1 time a month	occasionally-less than once a month	Task is not performed

b) Time Spent in One Day

1	2	3	4	5	6
4 or more hours	3 hours	2 hours	1 hour	less than 1 hour	Task is not performed

c) Difficulty of Task

1	2	3	4	5	6
Difficult	Moderately Difficult	Moderate	Moderately Easy	Easy	Task is not performed

Task	Frequency of Performance	Time Spent when Performed	Difficulty
Wash dishes and utensils	X 2 3 4 5 6	1 2 3 4 X 6	1 2 3 X 5 6

(2) To provide the information requested on the background information sheet.

Your help in providing these data will be greatly appreciated.

Your responses will be identified by number. No one respondent will be identified in any report prepared as a result of this effort.

Thank you very much for making a contribution to Colorado's homemaking programs.

Phyllis Abt

Phyllis Abt, Principal Investigator
Colorado Homemaker Task Analysis

DUTY I. Managing Money

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Balance checkbook (1)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Collect information about new products (2)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Develop a budget based upon income (3)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Develop a savings plan (4)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Develop and maintain an accounting and filing system (5)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Establish and maintain a sound insurance program (6)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Include family members in financial decisions (7)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Pay bills (8)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Prepare estate planning information sheet and update regularly (9)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
10. Provide a will and update regularly (10)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
11. Read and interpret contracts before signing (11)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
12. Regulate cash flow to meet payments (12)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

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DUTY I. Managing Money

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
13. Seek legal advice (13)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
14. Set goals and priorities for use of money (14)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
15. Shop for goods and services (15)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
16. Use credit (16)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

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DUTY II. Caring for and Improving Self

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Continue education formally/informally (17)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Deal with family crisis (18)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Follow a physical fitness program (19)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Maintain personal hygiene and grooming (20)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Obtain information about community activities (21)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Provide time for rest (22)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Pursue personal hobbies and interests (23)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

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DUTY III. Caring for Family Members

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Care for infants and small children (24)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Cultivate relationships with in-laws (25)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Encourage enjoyment of family responsibilities (26)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Encourage family members to develop to maximum potential (27)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Expand educational opportunities through family activities (28)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Give compliments for tasks well done (29)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Guide family members in spiritual growth (30)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Make arrangements for substitute child care (31)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Meet sexual needs of self and mate (32)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
10. Nurture the marriage relationship (33)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
11. Provide a pleasant, harmonious home environment (34)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
12. Provide consistent and appropriate discipline for children (35)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY III. Caring for Family Members

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
13. Provide for family discussion (36)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
14. Provide moral support for family members (37)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
15. Recognize developmental stages of individual family members & meet needs accordingly (38)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
16. Set short and long-term goals for family (39)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
17. Show love and affection to children (40)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
18. Supervise the activities of children (41)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
19. Teach about family customs and beliefs (42)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
20. Teach children respect for self and others (43)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
21. Teach children to accept responsibility (44)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
22. Utilize community programs that support the family (45)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

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DUTY IV. Meeting Nutritional Needs

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Evaluate nutritional needs of family members (46)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Identify nutritional components of food (47)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Make a shopping list (48)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Plan food budget (49)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Plan meals and snacks according to nutritional needs & family preferences (50)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Prepare meals (51)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Purchase groceries (52)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Read and utilize cookbooks (53)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Store and handle food safely and properly (54)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
10. Teach nutrition to family members (55)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY V. Providing for Family Health and Safety

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Apply first-aid and home nursing techniques (56)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Budget money for health care (57)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Eliminate safety hazards in the home (58)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Establish and maintain household security procedures (59)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Identify and secure emergency services (60)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Identify symptoms of disease and other medical disorders in family members (61)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Identify symptoms of mental stress in family members (62)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Maintain up-to-date family medical records (63)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Obtain regular medical and dental checkups (64)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
10. Practice preventative medicine (65)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
11. Select health personnel and facilities (66)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
156	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY VI. Providing for Housing

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Arrange furniture in a functional and attractive manner (67)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Coordinate colors and styles in home decorating (68)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Explore alternatives for acquiring home furnishings (69)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Make arrangements for moving family and household goods (70)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Make use of personal talents in home decorating (71)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Select furniture for the home (72)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Select housing (73)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY VII. Providing and Caring for Clothing and Textile Products

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Choose proper laundry cleaning agents (74)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Determine how much to spend for clothing (75)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Evaluate family's wardrobe needs (76)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Evaluate suitability and safety of clothing (77)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Identify fabrics and their characteristics (78)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Launder or dry clean clothing and linens according to fabric characteristics (79)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Make alterations to clothing (80)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Mend and repair clothing (81)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Select clothing and accessories (82)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
10. Sort clothes for laundering (83)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
11. Store clothing properly (84)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY VIII. Managing Time

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Develop schedule of routine household tasks (85)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Keep a calendar of activities (86)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Organize tasks to save time and energy (87)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Plan time alone with spouse (88)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Plan and coordinate family activities (89)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Provide time for self (90)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Set priorities for use of time (91)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY IX. Cleaning and Maintaining Home

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Budget for home repair and maintenance costs (92)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Care for floors appropriately (93)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Care for furnishings (94)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Clean and disenfect the bathroom (95)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Clean and maintain appliances (96)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Discard unnecessary items to eliminate clutter (97)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Dispose of trash and garbage (98)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Examine for evidence of pests (99)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Implement ongoing preventative maintenance (100)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
10. Keep things picked up (101)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
11. Maintain safe walkways, driveways and patios (102)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
12. Maintain water and sewer systems (103)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

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DUTY IX. Cleaning and Maintaining Home

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
13. Make beds (104)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
14. Organize storage space (105)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
15. Perform simple carpentry (106)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
16. Practice energy conservation in the home (107)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
17. Recognize uses & limitations of tools and appliances (108)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
18. Regulate lighting, ventilation, humidity, and temperature (109)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
19. Select household cleaning and maintenance equipment and supplies (110)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
20. Share cleaning & maintenance responsibilities with family members (111)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
21. Wash dishes and utensils (112)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
22. Wash kitchen cabinet and counter surfaces (113)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY X. Providing Transportation

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Budget for variable and fixed transportation costs (114)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Check the oil in vehicle (115)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Drive a vehicle (116)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Equip vehicle for possible emergency (117)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Fill vehicle with proper grade of fuel (118)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Identify signs of vehicle malfunction (119)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Provide for regular vehicle maintenance (120)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Select a vehicle (121)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Use mass transit (122)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
10. Utilize carpools (123)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
11. Walk whenever possible (124)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

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DUTY XI. Planning for Social Events and Entertaining

TASK		FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
		1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Budget money for social activities	(125)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Celebrate special occasions	(126)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Determine type of gathering	(127)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Entertain business associates	(128)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Entertain guests in the home	(129)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Make plans for entertaining	(130)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Plan food for special events	(131)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
8. Plan recreational & social activities	(132)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
9. Use socially acceptable etiquette	(133)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY XII. Providing and Maintaining Yard and Garden

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Control weeds and insects in yard and garden (134)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Maintain safe and attractive landscape and garden (135)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Mow and trim lawn (136)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Practice safe operation of yard equipment (137)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Prepare soil for planting (138)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Purchase plants, seeds and supplies (139)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7. Water yard and garden (140)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

DUTY XIII. Caring for Pets

TASK	FREQUENCY OF PERFORMANCE						TIME SPENT WHEN PERFORMED						DIFFICULTY					
	1 +/day	1 +/week	2-3/mo.	1/mo.	<1/mo.	Not Performed	4 + hr.	3 hr.	2 hr.	1 hr.	<1 hr.	Not Performed	Difficult	Mod. Diff.	Moderate	Mod. Easy	Easy	Not Performed
1. Dispose of animal waste (141)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
2. Make arrangements for substitute care of pets (142)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
3. Make wise pet selection (143)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
4. Obtain license and tags for pets (144)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
5. Provide necessary vaccinations for pets (145)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
6. Provide water and other nutritional needs for pets (146)	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

HOMEMAKER WORKSHOP PARTICIPANTS

Background Information

Sex: Male _____ Female _____

How much schooling have you had? (Check one)

_____ grade school, incomplete
_____ grade school, complete (grades 1-8)
_____ high school, incomplete
_____ high school, complete (grades 9-12)
_____ vocational training beyond high school
_____ college, incomplete
_____ college, complete (4 years)
_____ college, graduate work

How much training have you had in home economics?
(Write correct number in appropriate spaces.)

_____ none
_____ year(s), grade school
_____ year(s), high school
_____ year(s), college
_____ year(s), 4-H club
_____ year(s), home demonstration club
_____ year(s), _____
Other (specify)

Are you employed outside the home: Yes _____ No _____

If yes, how many hours are you employed each week? _____

Population of home community:

Urban (more than 2,500) _____
Rural (less than 2,500) _____

Ethnic group:

Native American _____
Black _____
Hispanic _____
White, not Hispanic _____
Other _____

Yearly Household Income Level:

less than $5,000 _____
$5,001 - $7,500 _____
$7,501 - $10,000 _____
$10,001 - $12,500 _____
$12,501 - $15,000 _____
$15,001 - $30,000 _____
Over - $30,000 _____

Stage of family life cycle:

Before children - Single _____
Before children - Couple _____
During children - Single _____
During children - Couple _____
After children - Single _____
After children - Couple _____

Interviewer Orientation

Colorado Homemaker Task Analysis

Wyatt's Cafeteria - Lakeside Mall

May 9, 1978

A G E N D A

Introductions

Overview of Homemaker Task Analysis Project

Use of Data

Selection of Interviewees

Interview Format

Interviewing Procedure

- Contacting potential participants
- Opening the interview
- Steering the interview
- Closing the interview
- Finalizing

INTERVIEWER'S GUIDE

COLORADO HOMEMAKER TASK ANALYSIS

I. Upon receipt of the form, "Potential Interviewees"

A. Introduction letters are available and may be mailed by the interviewer to potential interviewees. The letter provides a brief overview of the project and lets the homemaker know the name of the interviewer who will be calling.

B. Contact the first individual identified on the form. If contacting by telephone, a minimum of five efforts should be made to contact this individual with not less than three of these occurring at times other than during the normal work day. At least two efforts should be made to contact those interviewees whose phone numbers are unavailable. If contact cannot be made proceed to the next individual identified and use the procedure described. Continue the procedure until the list of names is exhausted; then inform project personnel of the circumstances and await further instructions.

C. When contact is made, ask the individual to agree to provide the required data. See section II, "Scheduling the interview" for relevant information. If the individual will not cooperate, contact the next individual identified on the "Potential Interviewees" form and proceed as described in Section I-A above. The following guidelines may be helpful in knowing when to move on to the next person on the list:

1) Refusal	when a person who was designated to be interviewed refused to be interviewed
2) Vacant households	when a designated sample dwelling unit turned out to be vacant
3) Sick, old, or senile	when a person who was designated to be interviewed turned out to be too sick, old or senile to grant an interview
4) Non-English speaking	when a person who was designated to be interviewed was unable to communicate in English. (Spanish was the only other language provided in the study)
5) Non-residents	when the residents of a designated sample dwelling unit resided there less than 3 months out of a year. (This group includes mostly vacation homes whose owners maintain a permanant residence elsewhere)

6) No contact	when, after 3 or more call-backs by an interviewer, no one could be contacted at a designated sample dwelling unit
7) Unable to locate address	those designated sample dwelling units which could not be located due to incorrect or insufficient information
8) Business	when a designated sample unit turned out to be a place of business rather than a residential dwelling unit
9) Non-interview	a generic term applied to any situation which resulted in no data being gathered from an interview attempt

II. Scheduling the interview

Telephone numbers are available for many of the potential interviewees. You may wish to phone these persons to schedule an appointment for completion of the interview. The interview will be requested from the person that answers the phone or the door. If a child answers, ask to speak to the parent. Avoid sex stereotyping of the homemaker role. Remember that a homemaker can be male or female. The definition of homemaker used in this project is as follows:

> Homemaker--a person who has accepted partial or total responsibility for the care of himself/herself or another person(s).

The exact wording used during the initial contact with interviewees is unimportant. It is assumed that each interviewer will use a personalized technique. The following ideas are suggested for inclusion in the initial contact.

--Employment by Department of Vocational Education, Colorado State University, Fort Collins, Colorado, in cooperation with State Board for Community Colleges and Occupational Education

--Statewide study to solicit information about tasks performed by homemakers

--For the purpose of making programs relevant to the needs of today's homemakers

--Random selection of interviewees

POSITIVE RESPONSE
Set date, time, and place for interview.

NEGATIVE RESPONSE
"I am sorry that you cannot help us in this effort. I am sure that the information you could have provided would be of great value. Thanks for your time."

III. Opening the interview

A. Put the interviewee at ease by learning his/her name in advance, introducing yourself, and discussing general and pleasant topics long enough to establish rapport. Be at ease.

B. Make the purpose of the interview clear by explaining why the interview was scheduled, what is expected to be accomplished, and how the interviewee's cooperation will help in the production of occupational analysis tools to be used for vocational education curriculum development. Assure him/her that the interview is not concerned with an evaluation of the interviewee.

C. Encourage the interviewee to talk by always being courteous and showing a sincere interest in what he/she says.

D. Make sure all needed forms or materials are available.

IV. Steering the interview

A. Show and explain instrument to interviewee.

B. Define and explain the meaning of the task to the respondent, if required.

Task: A task is a logically related set of adtions required for the completion of a job objective.[1] A group of acts or activities that generally occur close together and have common purposes; it forms a logical and necessary part of the performance of a duty.[2]

C. Explain that the interpretation of task statements should be in terms of the duty under which they are listed.

---

[1]Mager, Robert F. and Kenneth M. Beach, Jr. "Developing Vocational Instruction." Fearon Publishers, Palo Alto, California, 1967, p. 10.

[2]Smith, Robert G., Jr. "The Development of Training Objectives." Research Bulletin II, The George Washington University Human Resources Office.

D. Do not provide the interviewee with information which would influence the response he/she is expected to provide. Leading questions should be avoided.

E. Allow the interviewee sufficient time to answer each question and to formulate an answer.

F. Insure that the interviewee provides specific and complete information pertaining to the tasks.

G. Conduct the interview in plain, easily understood language. Control the interview with respect to the economic use of time and adherence to subject matter. For example, when the interviewee strays from the subject or activity, attempt to bring him/her back to the point.

H. The interview should be conducted patiently and with consideration for any nervousness or lack of ease on the part of the interviewee.

V. Miscellaneous Do's and Don'ts For Interviews

A. Do not take issue with the interviewee's statements.

B. Show politeness and courtesy throughout the interview.

C. Don't "talk down" to the interviewee.

D. Do not permit yourself to be influenced by your personal likes and dislikes.

E. Be impersonal. Do not be critical or attempt to suggest any changes or improvements in organization or methods of work.

VI. Closing the interview

A. Summarize the information obtained from the interviewee.

B. Review form(s) for completeness of information.

C. Close the interview on a friendly note.

VII. Finalizing

A. Place the potential interviewee sheet inside the interview workbook and staple the workbook closed. One or two staples on the end should be sufficient.

B. Return all forms to Colorado State University

Curriculum Materials Service
Department of Vocational Education
Colorado State University
Vocational Education Building
Fort Collins, Colorado 80523

C. Interviewers will be reimbursed at the rate of twenty-five dollars for each completed interview upon receipt of the forms by project staff.

D. Questions about the procedure may be directed to:

Mrs. Phyllis Abt
Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80523

(303) 491-6215

POTENTIAL INTERVIEWEES

COLORADO HOMEMAKER TASK ANALYSIS

1. _____ _____
NAME OF INTERVIEWEE TELEPHONE NUMBER

_____
ADDRESS

_____

_____ _____
SITE FORM NUMBER

Was individual interviewed?
- ☐ YES
- ☐ NO
- ☐ If NO Why?
- ☐ Could not be contacted
- ☐ Refused to participate
- ☐ Other (Explain)

2. _____ _____
NAME OF INTERVIEWEE TELEPHONE NUMBER

_____
ADDRESS

_____

_____ _____
SITE FORM NUMBER

Was individual interviewed?
- ☐ YES
- ☐ NO
- ☐ If NO Why?
- ☐ Could not be contacted
- ☐ Refused to participate
- ☐ Other (Explain)

3. _____ _____
NAME OF INTERVIEWEE TELEPHONE NUMBER

_____
ADDRESS

_____

_____ _____
SITE FORM NUMBER

Was individual interviewed?
- ☐ YES
- ☐ NO
- ☐ If NO Why?
- ☐ Could not be contacted
- ☐ Refused to participate
- ☐ Other (Explain)

INTERVIEWER SIGNATURE _____

DO NOT PLAN THIS PAGE

APPENDIX K
FREQUENCY, TIME SPENT, AND DIFFICULTY OF HOMEMAKING TASKS

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
MANAGING MONEY				
1. Balance checkbook	73.3	3.989	4.783	4.622
2. Collect information about new products	61.1	3.719	4.727	4.681
3. Develop a budget based upon income	59.5	4.289	4.329	3.987
4. Develop a savings plan	65.7	4.500	4.869	4.635
5. Develop and maintain an accounting and filing system	65.6	4.148	4.618	4.642
6. Establish and maintain a sound insurance program	73.3	4.799	4.860	4.686
7. Include family members in financial decisions	53.3	3.500	4.761	4.354
8. Pay bills	90.3	3.739	4.589	4.763
9. Prepare estate planning information sheet and update regularly	26.7	4.958	4.250	4.417
10. Provide a will and update regularly	44.1	4.976	4.133	3.833
11. Read and interpret contracts before signing	71.8	4.897	4.742	3.460
12. Regulate cash flow to meet payments	88.0	3.862	4.782	4.612
13. Seek legal advice	52.8	4.928	4.367	4.478
14. Set goals and priorities for use of money	84.1	4.354	4.637	4.137
15. Shop for goods and services	89.3	2.671	3.657	4.000
16. Use credit	75.9	3.676	4.866	4.857

FREQUENCY OF PERFORMANCE 1 = 1 or more times a day, 2 = 1 or more times a week, 3 = 2-3 times a month, 4 = 1 time a month, 5 = occasionally -- less than once a month
TIME SPENT IN ONE DAY 1 = 4 or more hours, 2 = 3 hours, 3 = 2 hours, 4 = 1 hour, 5 = less than one hour
DIFFICULTY OF TASK 1 = Difficult, 2 = Moderately Difficult, 3 = Moderate, 4 = Moderately Easy, 5 = Easy

APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
CARING FOR AND IMPROVING SELF				
1. Continue education formally/ informally	64.4	2.357	2.977	4.231
2. Deal with family crisis	70.3	4.654	3.432	2.764
3. Follow a physical fitness program	61.0	1.761	4.000	3.650
4. Maintain personal hygiene and grooming	98.5	1.025	4.367	4.877
5. Obtain information about community activities	82.1	2.058	4.542	4.718
6. Provide time for rest	76.9	1.194	3.833	4.714
7. Pursue personal hobbies and interests	88.2	1.865	3.015	4.752
CARING FOR FAMILY MEMBERS				
1. Care for infants and small children	34.9	1.239	1.359	3.688
2. Cultivate relationships with in-laws	62.6	3.239	3.500	4.603
3. Encourage enjoyment of family responsibilities	65.2	1.448	4.453	3.971
4. Encourage family members to develop to maximum potential	68.2	1.478	4.424	4.037
5. Expand educational opportunities through family activities	51.2	2.750	3.241	4.500
6. Give compliments for tasks well done	84.7	1.359	4.880	4.889
7. Guide family members in spiritual growth	61.5	1.917	4.190	4.618
8. Make arrangements for substitute child care	25.2	2.650	4.593	4.133
9. Meet sexual needs of self and mate	50.3	2.077	4.540	4.801

APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
10. Nurture the marriage relationship	62.1	1.203	4.103	4.753
11. Provide a pleasant, harmonious home environment	86.7	1.126	2.680	4.556
12. Provide consistent and appropriate discipline for children	45.7	1.118	4.194	3.294
13. Provide for family discussion	73.3	1.453	4.055	4.534
14. Provide moral support for family members	82.0	1.360	4.459	4.446
15. Recognize developmental stages of individual family members and meet needs accordingly	59.4	1.421	4.550	4.000
16. Set short and long-term goals for family	54.8	4.063	4.264	3.783
17. Show love and affection to children	77.4	1.253	3.691	4.857
18. Supervise the activities of children	45.6	1.230	2.600	4.370
19. Teach about family customs and beliefs	55.9	3.292	4.669	4.710
20. Teach children respect for self and others	59.0	1.333	4.701	4.400
21. Teach children to accept responsibility	57.4	1.278	4.664	4.000
22. Utilize community programs that support the family	49.7	3.083	3.500	4.530
MEETING NUTRITIONAL NEEDS				
1. Evaluate nutritional needs of family members	75.9	1.212	4.713	4.359
2. Identify nutritional components of food	75.9	1.341	4.800	4.575
3. Make a shopping list	77.9	2.052	4.855	4.679

APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
4. Plan food budget	47.7	2.846	4.795	4.407
5. Plan meals and snacks according to nutritional needs & family preference	79.5	1.445	4.769	4.639
6. Prepare meals	95.9	1.063	3.572	4.433
7. Purchase groceries	94.4	2.119	3.824	4.454
8. Read and utilize cookbooks	69.2	2.667	4.693	4.825
9. Store and handle food safely and properly	95.4	1.250	4.850	4.816
10. Teach nutrition to family members	47.7	1.469	4.887	4.429
PROVIDING FOR FAMILY HEALTH AND SAFETY				
1. Apply first-aid and home nursing techniques	77.5	3.917	4.919	4.657
2. Budget money for health care	47.2	4.256	4.950	4.831
3. Eliminate safety hazards in the home	80.0	2.577	4.860	4.667
4. Establish and maintain household security procedures	76.9	1.201	4.927	4.848
5. Identify and secure emergency services	63.1	4.891	4.965	4.853
6. Identify symptoms of disease and other medical disorders in family members	30.3	4.639	4.928	4.279
7. Identify symptoms of mental stress in family members	61.0	4.042	4.879	3.833
8. Maintain up-to-date family medical records	52.3	4.690	4.875	4.703
9. Obtain regular medical and dental checkups	88.7	4.854	3.750	4.549

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APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
10. Practice preventative medicine	81.5	1.210	4.859	4.702
11. Select health personnel and facilities	73.4	4.899	4.855	4.669
PROVIDING FOR HOUSING				
1. Arrange furniture in a functional and attractive manner	74.9	4.698	3.514	4.043
2. Coordinate colors and styles in home decorating	73.9	4.827	3.889	4.167
3. Explore alternatives for acquiring home furnishings	53.9	4.716	3.660	4.095
4. Make arrangements for moving family and household goods	30.2	4.982	1.379	2.423
5. Make use of personal talents in home decorating	74.9	4.564	3.500	4.527
6. Select furniture for the home	71.8	4.940	2.621	3.534
7. Select housing	44.6	4.988	1.142	1.981
PROVIDING AND CARING FOR CLOTHING AND TEXTILE PRODUCTS				
1. Choose proper laundry cleaning agents	88.2	3.761	4.927	4.838
2. Determine how much to spend for clothing	64.1	4.289	4.671	4.152
3. Evaluate family's wardrobe needs	61.6	4.618	4.451	4.348
4. Evaluate suitability and safety of clothing	62.6	4.562	4.830	4.664
5. Identify fabrics and their characteristics	73.4	4.534	4.844	4.688

APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
6. Launder or dry clean clothing and linens according to fabric characteristics	81.3	2.013	3.553	4.683
7. Make alterations to clothing	59.0	4.642	3.938	4.196
8. Mend and repair clothing	77.4	4.519	4.298	4.488
9. Select clothing and accessories	92.8	4.489	3.795	4.157
10. Sort clothes for laundering	87.7	1.962	4.894	4.918
11. Store clothing properly	84.6	2.108	4.729	4.850
MANAGING TIME				
1. Develop schedule of routine household tasks	49.7	1.552	4.773	4.672
2. Keep a calendar of activities	67.7	1.559	4.950	4.877
3. Organize tasks to save time and energy	71.8	1.354	4.833	4.686
4. Plan time alone with spouse	51.3	1.409	3.111	4.685
5. Plan and coordinate family activities	63.6	2.198	4.588	4.531
6. Provide time for self	81.6	1.250	3.643	4.641
7. Set priorities for use of time	65.2	1.222	4.804	4.452
CLEANING AND MAINTAINING HOME				
1. Budget for home repair and maintenance costs	35.9	4.554	4.800	4.079
2. Care for floors appropriately	88.2	2.112	4.022	4.125
3. Care for furnishings	85.7	2.200	4.025	4.386
4. Clean and disenfect the bathroom	89.2	1.953	4.630	4.432

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APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
5. Clean and maintain appliances	84.1	2.233	4.618	4.563
6. Discard unnecessary items to eliminate clutter	90.3	3.500	4.593	4.583
7. Dispose of trash and garbage	80.2	1.435	4.966	4.916
8. Examine for evidence of pests	60.0	2.925	4.915	4.740
9. Implement ongoing preventative maintenance	62.5	4.300	4.555	4.346
10. Keep things picked up	92.3	1.116	4.754	4.596
11. Maintain safe walkways, driveways and patios	72.3	2.047	4.758	4.713
12. Maintain water and sewer systems	29.3	4.708	4.517	3.875
13. Make beds	94.9	1.109	4.980	4.906
14. Organize storage space	78.5	4.519	4.250	4.391
15. Perform simple carpentry	59.5	4.429	4.671	4.460
16. Practice energy conservation in the home	86.7	1.087	4.848	4.761
17. Recognize uses and limitations of tools and appliances	79.5	1.333	4.921	4.813
18. Regulate lighting, ventilation, humidity, and temperature	90.7	1.053	4.949	4.856
19. Select household cleaning and maintenance equipment and supplies	87.7	3.778	4.865	4.823
20. Share cleaning and maintenance responsibilities with family members	67.2	1.449	4.183	4.371

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APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
21. Wash dishes and utensils	94.9	1.071	4.693	4.861
22. Wash kitchen cabinet and counter surfaces	92.8	1.133	4.875	4.900
PROVIDING TRANSPORTATION				
1. Budget for variable and fixed transportation costs	35.4	3.625	4.884	4.716
2. Check the oil in vehicle	52.3	3.500	4.963	4.915
3. Drive a vehicle	85.2	1.124	4.019	4.840
4. Equip vehicle for possible emergency	46.2	4.774	4.877	4.824
5. Fill vehicle with proper grade of fuel	75.4	2.297	4.990	4.939
6. Identify signs of vehicle malfunction	66.7	3.917	4.935	4.604
7. Provide for regular vehicle maintenance	52.3	4.589	4.510	4.636
8. Select a vehicle	54.9	4.970	1.275	2.679
9. Use mass transit	25.2	3.938	4.469	4.734
10. Utilize carpools	20.6	2.500	4.389	4.630
11. Walk whenever possible	60.6	1.955	4.438	4.806
PLANNING FOR SOCIAL EVENTS AND ENTERTAINING				
1. Budget money for social activities	38.0	4.077	4.798	4.539
2. Celebrate special occasions	91.3	4.636	2.489	4.746
3. Determine type of gathering	72.9	4.634	4.776	4.623
4. Entertain business associates	32.8	4.530	2.357	4.079
5. Entertain guests in the home	90.3	4.013	2.167	4.348

APPENDIX K (Continued)

Task	% of Homemakers who Perform the Task N=195	Median Rating for Frequency	Median Rating for Time Spent	Median Rating for Difficulty
6. Make plans for entertaining	69.3	4.391	4.403	4.536
7. Plan food for special events	77.4	4.279	4.171	4.311
8. Plan recreational and social activities	72.3	3.710	4.527	4.690
9. Use socially acceptable etiquette	85.6	1.246	4.592	4.780
PROVIDING AND MAINTAINING YARD AND GARDEN				
1. Control weeds and insects in yard and garden	64.1	2.358	3.500	3.556
2. Maintain safe and attractive landscape and garden	62.6	2.324	3.206	3.648
3. Mow and trim lawn	50.3	2.216	3.277	3.569
4. Practice safe operation of yard equipment	51.7	2.361	3.923	4.167
5. Prepare soil for planting	51.3	4.754	2.447	3.577
6. Purchase plants, seeds and supplies	66.7	4.793	4.190	4.622
7. Water yard and garden	75.9	1.873	2.500	4.551
CARING FOR PETS				
1. Dispose of animal waste	33.4	1.779	4.880	4.595
2. Make arrangements for substitute care of pets	38.5	4.914	4.914	4.667
3. Make wise pet selection	33.8	4.941	4.695	4.733
4. Obtain license and tags for pets	40.5	4.987	4.769	4.804
5. Provide necessary vaccinations for pets	46.7	4.952	4.746	4.688
6. Provide water and other nutritional needs for pets	51.3	1.026	4.943	4.930

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